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ABSTRACT

The purpose of this report is to provide a formative evaluation of the McKelvey Foundation Program to Distribute Scholarships to Entrepreneurial Rural Students in the States of Pennsylvania, New York, and West Virginia. This evaluation provides databased recommendations for making program adjustments to improve delivery of services and/or other suggestions for improving program efficiency and effectiveness. (Author)

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Evaluation of Years 1 and 2 of the McKelvey Foundation Program to Distribute Scholarships to Entrepreneurial Rural Students in the States of Pennsylvania, New York, and West Virginia

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October 2003

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Evaluation of Years 1 and 2 of the McKelvey Foundation Program to Distribute Scholarships to Entrepreneurial Rural Students in the States of Pennsylvania, New York, and West Virginia

October 2003

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EXECUTIVE SUMMARY

The "McKelvey Foundation Program to Distribute Scholarships to Entrepreneurial Rural Students in the States of Pennsylvania, New York, and West Virginia" is a nonprofit foundation that awards full and partial four-year college scholarships to rural high school seniors and recent graduates who did not attend college who demonstrate exemplary entrepreneurial spirit through their drive and ambition. Created in May 2000 by Andrew and Dena McKelvey, the program awarded 16 scholarships to students from 10 rural Pennsylvania school districts during its first year of operation and 110 scholarships to students from 24 rural school districts in Pennsylvania, New York, and West Virginia in its second year.

Purpose and Audience

The purpose of this report is to provide a formative evaluation of the McKelvey Foundation Program to Distribute Scholarships to Entrepreneurial Rural Students in the States of Pennsylvania, New York, and West Virginia, hereafter referred to as the McKelvey Scholarship Program. The evaluation took place during the third year the McKelvey Scholarship Program was in operation (evaluation activities began in April 2003). The evaluation utilized three major data collection strategies (surveys, interviews, and records research) and focused on 11 indicators identified by McKelvey staff. Results of this evaluation will assist McKelvey Scholarship Program staff in determining whether the program is properly aligned to meet its four main goals of (1) providing rural high school seniors and recent graduates with the financial support to earn a college degree; (2) ensuring these students receive needed counseling, tutoring, or mentoring; (3) encouraging these students to return to their rural communities after college to help enrich and revitalize such communities; and (4) increasing the college-going rate of partner high schools. This evaluation will provide databased recommendations for making program adjustments to improve delivery of services and/or other suggestions for improving program efficiency and effectiveness. The primary audience is staff of the McKelvey Scholarship Program.

Instruments

One protocol was developed for interviewing all of the McKelvey program staff and another for interviewing the nine current scholars who served as mentors at the two summer 2003 Camp McKelvey locations. A form was developed for collecting existing data from the 26 participating colleges and universities. For colleges/universities, a packet was sent, requesting the number of full-time students they had enrolled from each of the 24 participating high schools for the years of 1999-2000, 2000-01, 2001-02, and 2002-03. For high schools, an e-mail was sent requesting the number of graduating seniors and the estimated number of seniors going on to any four-year college for the years of 1999-2000, 2000-01, and 2001-02.

A 6-item applicant/finalist survey was developed for the 14 Year 1 finalists and the 74 Year 2 applicants who had not received a scholarship. A 33-item high school survey was developed for a key staff member at each of the 24 participating schools. A 70-item dropout survey

was developed for those scholars who had subsequently relinquished their scholarships. A 58-item scholar survey was developed for the current scholars. A 32-item parent survey was developed for one parent of each of the 126 current scholars. A 9-item mentor rating form was developed to be completed by current scholars serving as Camp McKelvey mentors at the conclusion of their interviews at the 2003 Camp McKelvey sites.

Data Collection

The nine telephone interviews with McKelvey Scholarship program staff were conducted by two AEL staff members and took place during May 2003. Interview times ranged from 15 minutes with Andrew McKelvey to 60 minutes with one of the field administrators; most lasted about 30 minutes. Extensive notes were taken during these interviews, either by hand or real-time keyboarding. The nine interviews with current scholars who were serving as mentors for Camp McKelvey were conducted by two AEL staff members at Alderson-Broaddus College and Bucknell University during June 2003. Interviews lasted approximately 30 minutes. Extensive notes were taken by hand during the interviews.

The 26 college and university packets were mailed to the 5 New York, 6 West Virginia, and 15 Pennsylvania institutions of higher education on May 2, 2003. During May and June, McKelvey staff made repeated phone calls to their college and university contacts to help ensure these data were provided to AEL. A reminder postcard was mailed to nonrespondents by AEL staff on June 13 and AEL staff also faxed the materials to several institutions upon request. The final response rate was 77% (20 of 26). The 24 high school e-mails were sent to the guidance counselors at the 2 New York, 3 West Virginia, and 19 Pennsylvania high schools on May 1 and 2, 2003. During May and June, McKelvey staff made repeated phone calls to their high school contacts to help ensure these data were provided to AEL. These e-mail messages were re-sent to several high schools upon request. The final response rate was 83% (20 of 24).

Packets were mailed in early May to the 14 Year 1 finalists and the 74 Year 2 applicants. AEL staff conducted three follow-up mailings: a postcard, a second survey kit, and a final postcard. In addition, phone calls were made to nonresponding finalists. The final response rates were 57% for the finalists (8 of 14) and 54% for the applicants (40 of 74). Although these rates are lower than desired, they were not unexpected. The 24 high school packets were mailed on May 15. AEL staff conducted one follow-up postcard mailing. The final response rate was 96% (23 of 24). The 13 dropout scholar packets were mailed on May 15. AEL staff conducted three follow-up mailings: a postcard, a second survey kit, and a final postcard. The final response rate was 46% (6 of 13; this low rate was disappointing, but not unexpected). By level, the dropout return rates were as follows: Year 2 gold - 33% (1 of 3); Year 2 silver - 100% (1 of 1); Year 2 bronze - 44% (4 of 9).

The 126 current scholar packets were mailed on May 15. AEL staff conducted three follow-up mailings: a postcard, a second survey kit, and a final postcard. The final response rate was 96% of the current scholars (121 of 126). By level, the scholar return rates were as follows: Year 1 gold - 94% (15 of 16); Year 2 gold - 100% (44 of 44); Year 2 silver - 94% (33 of 35); and Year 2 bronze - 94% (29 of 31). The 126 parent packets were included in the current scholars'

envelopes and mailed on May 15. AEL staff conducted three follow-up mailings: a postcard, a second survey kit, and a final postcard. The final response rate was 95% (120 of 126). The mentor rating forms were administered at the conclusion of each of the nine interviews taking place at Camp McKelvey at Alderson-Broaddus College and Bucknell University in June 2003.

Validity and reliability. All data collection instruments were developed by AEL staff and pilot tested by AEL staff, which provided face validity. Further, each instrument was reviewed and approved by McKelvey staff as a valid collection tool for its intended purpose, which provided content validity. As a measure of the internal consistency reliability of the surveys for this particular administration, Cronbach Alpha values were computed for each survey. These coefficients were .59 for the applicants, .55 for the finalists, .63 for the dropout scholars, .88 for the high school staff, .51 for the current scholars, .82 for the parents, and .87 for the mentors. While some of these coefficients are lower than desired, this may be due in part to having too few cases with a disproportionately large number of variables.

Data Analysis

Interviews. Written notes were typed into transcripts similar to the real-time keyboarded versions for use in providing the narrative included in the findings section of this report. All transcripts were compiled for content analysis. In addition to the narrative summaries, tables were generated as appropriate to fully describe the emerging categories and representative comments.

Record research. For the colleges/universities, data pertaining to the number of full-time students enrolled from the participating high schools for four academic school years were entered into an Excel spreadsheet. For the high schools, data pertaining to the number of graduating seniors and expected number of those graduates going on to college for three academic school years were entered into an Excel spreadsheet. Narrative summaries were prepared for each group, including tables and graphs.

Surveys. All of the surveys except the mentor rating form were designed for data entry using the Remark scanning software. All of these surveys were scanned into Remark and then exported to SPSS (a statistical software program) for analysis; the mentor rating forms were hand-entered directly into SPSS. Quantitative analyses included frequencies for nominal and ordinal data, and frequencies and descriptive statistics (means and standard deviations) for interval-level data. Qualitative analyses included coding of themes from all open-ended items; these codes were then quantified by frequency. Narrative summaries for each survey, including tables and graphs, are provided in the findings section of this report.

Findings

Findings are presented for each data collection method: program staff interviews, scholar/ mentor interviews, records research from the high schools and colleges/universities, applicant/ finalist surveys, parent surveys, high school staff surveys, dropout scholar surveys, and current scholar surveys. Findings are presented in narrative format, along with 57 tables and 14 figures.

Conclusions

A number of conclusions can be drawn from the evaluative data presented in the findings section of this report. Although not exhaustive, they illuminate key points pertaining to the operation of the McKelvey Scholarship Program in Years 1 and 2.

1. Current scholars and their parents were remarkably interested in participating in this evaluation of the McKelvey Scholarship Program, as evidenced by their high response rates.

2. Scholars are not taking full advantage of the tutoring opportunities available to them. Even though psychology was the subject in which they collectively performed worse, virtually none of the scholars requested tutoring in this area. In fact, less than a third use tutoring for any subject.

3. There does not seem to be much buy-in by students as to the value of the 11th grade class trip or the Making It Count assembly program. Only about a third of the scholars report attending either event, with mixed perceptions as to their value.

4. Financial difficulties and poor academic performance are the leading causes for scholars to relinquish their scholarships and drop out of college. While discouraging, this does not point to any students dropping out as a direct result of the program. Further, it should be noted that the dropout rate is minimal (less than 10%).

5. Scholars perceive the most value from Camp McKelvey to be in the areas of social involvement and interacting with peers rather than acquiring specific knowledge or skills. Further, the final design for Camp McKelvey is still underway. Different designs have been implemented over the past couple of years, and those scholars who participated in multiple years favor a less structured, more flexible framework.

6. Scholars seem very satisfied with the McKelvey Scholarship Program and seem to have chosen postsecondary institutions that leave them feeling satisfied with their higher education experiences.

7. The McKelvey Scholarship Program is valued by staff of the participating high schools and colleges/universities, as noted by the overwhelmingly positive comments provided by respondents and by the nearly 100% response rate on the high school surveys. However, it seems as if participating in the evaluation of the McKelvey Scholarship Program was not valued as highly by institutional staff as participating in the actual program itself. This is evidenced by the low response rates, especially for West Virginia, to the request for graduate and enrollment data from participating high schools and colleges/universities. Conversely, though, the high school response rate for returning the staff surveys was nearly 100%. It may be that there was some confusion related to the request for graduate and enrollment data that prevented some institutions from complying with that particular request.

8. For both high schools and colleges/universities, the length of time they participated in the program had a direct effect on the results. Institutions that participated for two years showed marked increases from their first to second year of involvement. Even more positive is the fact that institutions that came on board later and participated for only one year showed better results during their first year than their earlier counterparts. This demonstrates that not only do results increase over time in the program, but that these positive results were achieved even faster with the second group of institutions.

9. The selection process may stand in need of some revisions. Most of the students who did not receive a scholarship (applicants and finalists) are attending four-year colleges anyway, using other financial options. Thus, the selection process may not be identifying and awarding scholarships to those students most in need of this opportunity. Plus, the program seems biased in favor of White female scholars (although this pattern follows a national trend). Further, it was noted by some respondents that the selection process may be unfairly favoring some students over others, i.e., in terms of student status within the school. Finally, it was not clearly evident that the selection process was identifying those students with entrepreneurial characteristics or traits, even though this component is designed to be central to the McKelvey Scholarship Program.

10. The consistency of McKelvey staff in understanding the mission of the program and their dedication to implementing these understandings is a major strength of the program. However, at the same time, the fluidity and flexibility in the implementation process can be viewed as a weakness. There seem to be some inconsistencies in policies and regulations as implemented across the high schools and colleges/universities, both within and across years. School staff, parents, and scholars all mentioned inconsistencies such as changing policies mid-year or from year to year, the "gray" areas in scholar selection, and being unable to clearly understand scholarship regulations and requirements.

11. There seems to be a disparity between the level of communication between field administrators and scholars. McKelvey staff mentioned such communication as one of the strengths of the program, yet scholars and parents both suggest this area could be improved. More than a third of the scholars express dissatisfaction with the number of field administrator visits, and less than half report any visits in person. However, it is important to keep in mind that these campus visits were actually voluntary on the part of the field administrators and not a required component of the program.

12. The McKelvey Scholarship Program does seem to be serving a real need by providing opportunities for rural, entrepreneurial youth to obtain a postsecondary education. The program enables students to attend a four-year college, who may otherwise have been unable to do so, and also provides access to postsecondary institutions they may not have otherwise considered. By and large, the program is well received, supported, and appreciated by students, parents, high schools, and colleges/universities.

13. In sum, the McKelvey Scholarship Program has made a great deal of impact and progress in the lives of students and their families over the first two years of implementation. However, as expected in any new undertaking, there is room for improvement.

Recommendations

A number of recommendations are offered for McKelvey staff to review; these are offered in the spirit of refining the McKelvey Scholarship Program to further its effectiveness in helping youth, and not to denigrate the accomplishments achieved to date. From the options below, perhaps staff could select those they deem most important or "doable" to focus their program improvements. The reader should keep in mind that some of these recommendations may have already been identified and/or implemented by McKelvey staff during Year 3 of the program.

1. Investigate the underlying reason(s) for the low response rates from the high schools and colleges/universities pertaining to the record research component of the evaluation, especially given the very high response rates for the high school survey. Although West Virginia certainly had the lowest response rate for the record research component, there was nonresponse by Pennsylvania and New York as well. Perhaps alternative methods for securing future evaluative data from some of the participating colleges/universities and high schools may be necessary, i.e., direct requests from the McKelvey Foundation or even a follow-up letter from the McKelvey Foundation to nonresponding institutions.

2. Continue Camp McKelvey in the future, but redesign it to reflect more of a balance between the highly structured and tightly organized original design and the more open and less structured activities of the 2003 camps. Staff might consider soliciting designs and plans for hosting and managing Camp McKelvey at different college/university campuses from teams of scholars and administrators at those institutions. Or, consider developing criteria for evaluating new designs/plans and judging any submissions using those criteria.

3. Staff should celebrate among themselves the many favorable written comments supplied by parents, high school staff, current scholars, and college/university staff for this evaluation. Further, these supportive quotations could be used for public relations, dissemination, and/or testimonial purposes.

4. Efforts should be made to increase communications from the field administrators with both the scholars and their families. This could take the form of newsletters, e-mails, letters, or through the Web site. In addition, given the emphasis and importance that scholars place on the campus visits, program staff may want to consider making this an actual part of the program and not just a voluntary activity for the field administrators.

5. The policies, guidelines, and practices of the McKelvey Scholarship Program should be codified, written, communicated, and implemented consistently by administrators of the program in the high schools and colleges/universities across the three states. This continuity would enable school staff, parents, scholars, and potential scholars to more fully understand the regulations and requirements of the program.

6. Consideration should be given to adjusting the selection process in an attempt to better identify and secure "gems in the rough" among high school seniors in participating high schools. Instituting the "bronze" scholarship level is one step in the right direction. The

adjustment may be made in the composition of the committee of high school staff or, if that is impractical, through better educating the high school staff as to the aims of the McKelvey Scholarship Program. Further, staff might want to consider gender and racial disparities as they think about the selection process, within the confines of the demographic composition of students within their participating schools.

7. The student selection process could be enhanced by adding in the administration and utilization of a formal career assessment instrument that could help identify entrepreneurial traits in applicants. This could be implemented for all applicants, or if this is cost prohibitive, could be implemented for the finalists before their interviews with McKelvey staff. After investigating the available career assessment instruments as classified, described, and reviewed in Kapes and Whitfield (2002), we suggest the implementation of the *Self-Directed Search* instrument by John Holland. There are several different versions of this well-known career assessment instrument and several scoring options for each (self-scoring, professional report service, and local software scoring). Specifically, we recommend that the self-scoring version of the *Self-Directed Search – Form R: 4th Edition* (SDS-R) be used in the scholar selection. For more information on Holland's SDS-R, see Kapes and Whitfield (2002); for ordering information, visit www.parinc.com.

8. Encourage scholars' use of available tutoring. This resource seems undervalued by scholars, given their struggles with math and psychology and their low rate of tutoring usage. Increased tutoring could be most beneficial in these subject areas.

9. Continue updating the McKelvey Scholarship Web site and adding and revising the records that are stored therein. We understand that this site is now a "work in progress" and that previously-stored electronic data are irrecoverable.

10. Consider adjusting the community service requirements. Scholars noted the difficulty in holding summer jobs, which were needed to help them financially. Perhaps this requirement could be spread over the year, rather than be entirely summer-based. Or, participating in designing a future Camp McKelvey or serving as a mentor during Camp McKelvey could count as work study or community service for the scholars.

11. Investigate why scholars are requesting more college/university choices. By determining whether these requests are based on the availability of majors, geographic location, school size, etc., staff would have more data on which to base their decisions.

12. Investigate whether those applicants and finalists who did not return a completed survey were also enrolled full-time in a college or university. This may help determine whether the most appropriate candidates are making it into the McKelvey Scholarship Program. Further, for those applicants and finalists who reported attending college without the scholarship, investigate the difference between the two groups in terms of living on campus (26 or 72% of the applicants and only 2 or 25% of the finalists).

13. Consider continuing the evaluation of the McKelvey Scholarship Program for Phase 2 (including Year 3) and Phase 3 (including Year 4). With such longitudinal data covering

four years of program participation, it will be possible to assess whether the program is truly enabling students to complete their postsecondary education and whether program adjustments are further benefiting students.

INTRODUCTION

Project Description

"In 1949, when Andy McKelvey was 14, he bought fresh eggs from a farmer near his home in New Jersey. He then went around to his neighbors in Maplewood and sold them at 5 cents a dozen above his cost. He delivered them in a wagon and made 3 dollars a week. He soon had other youngsters working for him and when he got his driver's license, he delivered them in a car" (*An administrator's guide to the McKelvey scholarship program*, n.d., p. 1).

Andrew J. McKelvey attended Westminster College in New Wilmington, PA. He sold jukeboxes in Australia, created the world's largest yellow page advertising company in the world (TMP), and purchased Monster.com six years ago and turned it into the largest job site on the Internet. McKelvey credits his college years in rural Pennsylvania and his entrepreneurial spirit for propelling him to the top of his profession. He is certain that America, and all that it stands for, has allowed him to succeed in life and the McKelvey Foundation provides a way for him to give something back to his country.

The "McKelvey Foundation Program to Distribute Scholarships to Entrepreneurial Rural Students in the States of Pennsylvania, New York, and West Virginia" is a nonprofit foundation that awards full and partial four-year college scholarships to rural high school seniors and recent graduates who did not attend college who demonstrate exemplary entrepreneurial spirit through their drive and ambition. Created in May 2000 by Andrew and Dena McKelvey, the program awarded 16 scholarships to students from 10 rural Pennsylvania school districts during its first year of operation and 110 scholarships to students from 24 rural school districts in Pennsylvania, New York, and West Virginia in its second year. See Appendix A for a map denoting the participating states, high schools, colleges and universities, and field administrators. With a belief that no child in America who is capable of going to college should be denied that opportunity due to a lack of funds, McKelvey's goal is to one day have 1,000 scholars in college each year (*An administrator's guide to the McKelvey scholarship program*, n.d.).

During the first two years of operation, the McKelvey scholarships included gold, silver, and bronze awards. During Year 1, 16 students received gold scholarships, which covered their full tuition, room, board, fees, and books after all other state and/or federal scholarship monies were utilized; these scholars also received a laptop computer and printer which they could keep as long as they did not drop out of school. There were 123 scholarships awarded during Year 2; however, 13 of these scholars stopped utilizing their scholarships for various reasons. Of the remaining 110 Year 2 students, 44 received gold scholarships, which were identical to Year 1 except that books were no longer included; 35 received silver scholarships for 50% tuition, room, board, and fees at a private school or 100% of the same at a state school; and 31 received bronze scholarships for up to $2,500 (or 50%, whichever is higher) for attending a state college or university. Program staff include Andrew and Dena McKelvey (founder and president, respectively) and five other field administrators. These field administrators, each responsible for a specific geographic region, establish and maintain relationships with participating high schools and scholars from those schools.

Purpose and Audience

The purpose of this report is to provide a formative evaluation of the McKelvey Foundation Program to Distribute Scholarships to Entrepreneurial Rural Students in the States of Pennsylvania, New York, and West Virginia, hereafter referred to as the McKelvey Scholarship Program. The evaluation took place during the third year the McKelvey Scholarship Program was in operation (evaluation activities began in April 2003). Results of this evaluation will assist McKelvey Scholarship Program staff in determining whether the program is properly aligned to meet its four main goals of (1) providing rural high school seniors and recent graduates with the financial support to earn a college degree; (2) ensuring these students receive needed counseling, tutoring, or mentoring; (3) encouraging these students to return to their rural communities after college to help enrich and revitalize such communities; and (4) increasing the college-going rate of partner high schools. This evaluation will provide databased recommendations for making program adjustments to improve delivery of services and/or other suggestions for improving program efficiency and effectiveness. The primary audience is staff of the McKelvey Scholarship Program. Secondary audiences include others interested in foundation scholarship programs or in making postsecondary education available to all students.

Evaluation Plan

Staff from AEL in Charleston, WV, contracted with staff from the McKelvey Scholarship Program to evaluate the first two years of operation of the McKelvey Foundation Program to Distribute Scholarships to Entrepreneurial Rural Students in the States of Pennsylvania, New York, and West Virginia. The evaluation utilized three major data collection strategies: surveys, interviews, and records research. This data triangulation, or "multimethod research" (Brewer & Hunter, 1989), provided a more comprehensive picture than any one particular data collection method. Further, this approach enabled the strengths of each method to compensate for weaknesses in others, ultimately providing a stronger, more rigorous evaluation. This report, and the related data collection and analysis procedures, adhered to *The Program Evaluation Standards* developed by the Joint Committee on Standards for Educational Evaluation (1994); see Appendix B for a completed Evaluation Standards Checklist. In order to illustrate the conceptual design of this evaluation, Table 1 presents a matrix that aligns evaluation indicators with data collection strategies and their related numbers of respondents.

Table 1: McKelvey Scholarship Program Evaluation Matrix

Evaluation Indicators*	Survey	Interview	Records
Current McKelvey Scholars			
Demographics of current scholars (i.e., gender, family income, major field of study, high school and college GPA, parents' educational background, type of work study, community service)	Population of current scholars (total N = 126)		
Percentage of scholars who would not have gone to college without a scholarship	Population of current scholars (total N = 126)		
Percentage of scholars who would not have attended a particular college without a scholarship	Population of current scholars (total N = 126)		
Grades the scholars achieved, how many used tutoring, and for what	Population of current scholars (total N = 126)		
Value toward program outcomes that scholars place on the Junior Class Trip and Camp McKelvey		Population of scholar mentors attending Camp McKelvey (total N = 9)	
Other Key Stakeholders			
Number of dropouts and reasons for dropping out in the first two years of the program	Population of current dropouts (total N = 13)		
Anecdotal information from families and school districts about the impact of the scholarship on siblings, community, parents, and others	One key contact per high school; one family member per scholar (school N= 24; family N = 126)		
Change in rate of attendance at 4 year colleges pre-McKelvey to two years after program			College and school attendance data (college N = 26; high school N = 24)
List those who did not progress beyond the applicant stage, but went to a four year college	Population of students not progressing past this stage (total N = 74)*		
List those who did not progress beyond the finalist stage, but went to a four year college	Population of students not progressing past this stage (total N = 14)*		
Clarify role of field administrators in giving students help as appropriate		Phone interview with each administrator (total N = 5)	
Summary of program missions, goals, and administrative and organizational processes		Phone interviews with key staff (total N = 4)	

*Originally designed as record research; later expanded into a complete survey.

LITERATURE REVIEW

During the 1980s, it was common for American social scientists and public intellectuals to talk about the growing "underclass" or the increasing gap between "haves" and "have nots" in our society. Typically, members of this underclass were identified as urbanites, often living in ghettos, who were being left behind by an economy that was shifting from manufacturing to information (Auletta, 1983). The underclass suffered from greater proportions of unemployment, poverty, single-parent families, crime, and illegal drug use than did other segments of the population, and were least likely to have access to good schools, good houses, and economically viable neighborhoods. Indeed, improvements in the education of members of this class were often cited as the one possible way to overcome their problems. What was clear was that many of the job opportunities that were once available to inadequately educated Americans were going away. Muscle-power was rapidly being spurned in favor of brain-power. The work that might be available to those with relatively limited education was likely to be low-skills/low-pay jobs in service industries.

William Julius Wilson argues that the isolation of persons living in urban ghettos increases the possibility that they will become a permanent underclass, unable to break out of the environment of despair in which they live. He cogently identifies a number of public policies that were used to virtually ensure the creation of the ghettos in which these people would live (Wilson, 1996.) Wilson believes that other public policies—those having to do with education and training, for example—may offer a solution to what many believe is an intractable problem or complex of problems. Interestingly, like Auletta, Wilson believes that the solutions are likely to be many (because of the complexity of the issues) and that many of them will have relatively small impacts in the short-term, but will have large effects over time.

In recent years, more attention has been paid to another underclass: those Americans who, because of race or ethnicity, are least likely to benefit from public institutions like health care, education, and jobs. Especially in the wake of attacks on affirmative action policies in higher education, there has been an increase in the literature devoted to the plight and needs of African Americans, Latinos, and Native Americans. These attacks, of course, come in the context of two decades of public debate about the quality of American education generally, raising questions about the relationship between education and the economy: will America be able to educate all her citizens so that they can participate in the economy as it is shifting away from sweat to smarts? Will the next generation of Americans enjoy a better life than did their parents? Are urban ghettos going to be counter-balanced by gated communities, where the rich are increasingly isolated from the daily realities of millions of their fellow citizens, less advantaged than they?

Special Needs of Rural Youth

As this discussion has been unfolding, relatively little attention has been paid to the particular situation of rural communities. It is certainly not the case that poverty does not exist in rural America, nor is the need for economic development, school improvement, and better access

to health care less important for rural Americans. Yet, the public discourse has been largely silent on the particular needs of rural Americans. Indeed, unless they happen to belong to an ethnic or racial minority group, rural Americans are given little special consideration by many policymakers. While it is increasingly clear that higher levels of education will be needed for individuals to prosper in the America of the first half of the 21st century, rural youth are less likely to be prepared to participate, if current trends continue.

For example, residents of rural areas typically have lower educational attainment than urban residents (Blackwell & McLaughlin, 2001). Using data from the National Longitudinal Survey of Youth, Blackwell and McLauglin studied many of the characteristics of urban and rural youth. Among other things, they found that differences in poverty and family size between rural and urban youth were minimal. They also found that rural youth were more likely to participate in extracurricular activities at school than were urban youth, but that rural schools may offer a less academically rigorous curriculum. This point is emphasized by Kohl-Welles (2000), who reports that the American Civil Liberties Union filed suit in California, charging that high schools that offer few or no advanced placement (AP) courses place their students at a competitive disadvantage in competing for university admissions. Finally, however, Blackwell and McLaughlin conclude that, if rural youth are compared with similarly advantaged or disadvantaged urban youth, there are only small differences based on location. The differences result from degrees of advantage. A similar point is made by Haas, who points out that higher rates of poverty may be found in rural communities than in urban ones (Haas, 1992).

Students in rural areas may also find less encouragement to attend college than do urban youth. Blackwell and McLauglin report that about one-quarter of rural boys said that an influential parent discouraged them from attending college, as compared with about 18% of urban boys being discouraged by a parent. This finding mirrors a similar finding by Cobb et al., who reported that rural youth perceive their parents as much more supportive of these students taking full-time jobs, attending trade schools, or entering the military, rather than going to college (Cobb, McIntire, & Pratt, 1989). Cobb and his colleagues also point out that higher education, and its associated higher earning power, may serve as a magnet to draw many young people out of rural areas, while the lack of quality jobs in rural areas keeps these young people away. Gibbs (1995) points out that 50% of rural college attendees leave home and do not return by age 25. A word of caution may be in order, however. Edington and Koehler, in a synthesis of research on differences between rural and urban youth and education point out that a more nuanced view of rural youth is probably appropriate. What are the differences, for example, among "the children of Black sharecroppers, Appalachian mountaineers, Hispanic migrants, reservation Native American, Kansas wheat farmers, relocated urbanites and many others" (1987).

Many barriers to attending college exist, not least among which is the cost. In order to create some perspective on this issue, a survey of selected universities was undertaken. Universities were chosen that represented a range of public institutions in several states. Where possible, a major university and a local university were chosen from the same state, each of which has a large rural population. The results are shown in Table 2. In collecting these data, official university Web sites were used and state resident rates were used. It should be noted that the column marked "Fees" is problematic, since some universities quote all fees separately from

tuition, while others quote only some fees and wrap others into tuition costs, while still other fees are paid only by freshmen. In any case, it is clear that the average for tuition, fees, room and board (the least expensive options were used in all cases) is almost $10,000 per year, or, about $1,000 per month. These estimates, of course, do not include books, computers, software, supplies, or incidental living expenses.

Table 2: Estimated Cost of Annual Attendance at Selected Universities

Institution	Tuition*	Fees***	Subtotal	Room/Board	Total
Illinois State University	5,036		5,036	5,722	10,758
Western Illinois University	3,465	1,033	4,498	5,062	9,560
University of Vermont	8,696	940	9,636	6,680	16,316
Fort Hays State University	1,862**		1,862	4,256	6,118
Northern Arizona University	3,508	120	3,628	5,374	9,002
Arizona State University	3,508	44	3,552	5,406	8,958
University of Washington	5,055**		5,055	6,726	11,781
Central Washington University	4,101**		4,101	6,402	10,503
Montana State University-Billings	3,974	120	4,094	3,980	8,074
University of North Carolina	3,826**		3,826	6,216	10,042
East Carolina University	1,819	1,221	3,040	5,490	8,530
Average	*$4,287*	*$580*	*$4,393*	*$5,574*	*$9,967*

*Based on 12 semester hours or "full time."

**Combination tuition and fees.

***Not all fees are included.

Help in meeting these costs is, however, available from a variety of sources, both public and private. In the remainder of this review, we will describe some of these sources. These represent federal and state programs and policies, philanthropic foundations, corporations, youth organizations, college programs, and private benefactors. In some cases, these organizations target ethnic or minority youth; in some cases, recipients must be from poor families; in other cases, awards are based on academic merit. Some of the help is extremely generous; some of the help must be repaid. In only rare cases does a commitment to future service accompany the aid.

Federal Sources of College Attendance Assistance

The federal government offers a number of policies and programs aimed at facilitating college going among the population generally. In order to participate in many of the federal government financing plans, a student begins by completing a form that establishes financial eligibility. This process establishes the Expected Family Contribution (EFC), a needs statement that program eligibility hinges on. In some programs, there is a requirement that the student's family income fall below a specified level, or there is a requirement of future service. Some of these programs and policies include the following.

- **Federal Pell grants.** Pell grants do not require repayment and, during the 2002-2003 award year, were maximized at $4,000. The amount of the grant depends on the student's financial need and on the costs of the university she or he elects to attend. Only one Pell grant may be received each year, but the award can be renewed for subsequent years.

- **Federal Supplemental Educational Opportunity Grants.** These FSEOG grants are for undergraduates with exceptional financial need. The awards are determined in connection with the award of Pell Grants and range from $100 to $4,000 per year. Like the Pell Grant, these grants do not require repayment.

- **Federal work study programs.** Such programs provide part-time jobs for undergraduates and graduate students who demonstrate financial need. The program places students in jobs in community service and/or related to the applicant's field of study. Typically jobs are on campus or in a private nonprofit organization or public agency. Since the student is actually earning a wage, there is no repayment, but the amount that may be earned depends on financial need, cost of schooling, and some other factors.

- **Federal Perkins loans.** This program awards low cost (5%) loans for both undergraduates and graduate students with exceptional financial need. The university is the lender, although the funds come from the federal government. This is a loan and must be repaid. A maximum of $4,000 may be borrowed by qualifying students each year. Nine months after leaving school (graduating, leaving school, or attending less than half-time) the repayment begins, taking up to 10 years for repayment. Help with repayment of the loan may be available for some students through the Department of Health and Human Services Nursing Education Loan Repayment Program.

- **Stafford loans.** There are two types of Stafford loans: Federal Family Education Loans (FFEL) or William D. Ford Federal Direct Loans (Direct Loan). Funds under FFEL come from a bank, credit union, or other lender that participates in the program, while funds for Direct loans come directly from the federal government. Usually, Stafford loans are designed to cover any costs remaining to the student, after taking into account Pell grants. The government pays the cost of interest on Stafford loans as long as the student is in school and for the first six months after the student leaves school. The amount of the subsidized loans under this program vary as a function of years of university education completed and dependent/independent status of the student.

- **PLUS loans.** These loans are made to parents to meet the cost of education. Essentially, the parent is applying for a loan to make up the difference between college costs and the amounts available through Pell grants, Stafford loans, or other financial aid.

All of these programs are based on demonstrated financial need; students' academic merit is not considered (assuming that they have met the requirements to be accepted into a college). Other programs within the Department of Education and other federal agencies are also available. For example, the U.S. Department of Agriculture has created a program called The 1890 National Scholars Program. This program commemorates the establishment in 1890 of Black Land-Grant

Universities. As this implies, the grants are available only to students studying in a limited number of disciplines and only at one of the 17 1890 historically Black land grant universities. This is a relatively small program, awarding about 34 scholarships annually. The award covers tuition, employment, fees, books, room and board, and use of a computer for each of the four academic years. Upon graduation, the scholarship recipient is expected to serve one year for every year of financial support in the U.S. Department of Agriculture.

The federal government also aids in the education of veterans of military service and of children of veterans killed or disabled in the service. Essentially, the service member agrees to have $100 per month withheld from his or her pay. Following discharge from the service, the person enrolls in a university (or other training program) and is eligible for a specified number of months of benefits at a specified amount of money. This general description does not begin to represent the complexity of this program, which has several categories of eligibility, several different methods of participation, and a variety of rules. But, in essence, the program works like a very enriched savings plan for service members who wish to continue their education after discharge.

In addition to these grants and loans, federal tax policy encourages university attendance by granting eligible taxpayers assistance, in the form of tax deductions or credits, for cost of education paid on behalf of an eligible dependent. In addition, the federal tax code, under Section 529, encourages the establishment of qualified state tuition programs that allow parents and other relatives to begin early to save money for the university education of dependent children.

It should be noted that all of the programs mentioned make two assumptions. The first assumption is that the person is actually enrolled in a university. The second assumption is that money is the primary concern. However, it is clear that in many cases, youth—and especially ethnic/racial minority youth, and youth from poor families, often reside in rural areas—do not see themselves as going to college. "It's not for people like me" is often offered as a reason why young people don't plan to continue their education (Haas, 1992). As a result of this lack of aspiration to college, young people often accept low grades in high school, do not participate in more academically challenging classes, or may drop out of school, accept full-time employment, and start families of their own before considering the importance and possibility of college.

The federal government, in cooperation with states and colleges, sponsors a program intended to address many of these issues. Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal program that supports the development and implementation of programs that provide counseling for youth and their parents to explore various aspects of college attendance. Specifically, the program is targeted at low-income students. GEAR UP provides five-year grants to states and partnerships (including with many colleges) to provide services in high-poverty middle and high schools. Some funds are also available to provide college scholarships (GEAR UP, 2002). In many cases, GEAR UP programs offer college visits, special skills development workshops, and financial planning information for parents of middle and high school students. By concentrating on the academic achievement of students in middle and high schools and by providing information services to parents, the program encourages the creation of the expectation that higher education will be pursued. Thus, the social capital needs—rather than the financial capital needs—of students and their families are being addressed.

State Sources of College Attendance Assistance

States provide assistance in college attendance in three major ways. First, and often overlooked, is the fact that most states differentiate between students who are state residents and students who are not state residents. This differentiation usually affects tuition rates, with out-of-state students paying considerably more than residents. Thus, the state is effectively subsidizing the tuition of any resident who goes to college within the state at a public university. (Indeed, in some states, grants are awarded to any high school graduate who plans to attend college within state at a private university. North Carolina is one such state.) Two other kinds of state support are important and available in many states.

State sponsorship of savings programs that qualify under Section 579 of the federal tax code. These plans were created in response to the realization of many parents that the costs of tuition were rising faster than parents could save. Therefore, the state governments essentially agreed to allow parents to "buy" university credits at current costs, but to expend the credits in the future. These programs vary from state to state, but, in essence, they allow the "purchase" of tuition blocks at the cost when purchased. Repayment is not made in dollars, but in credits. Thus, if the cost of tuition has risen, the program guarantees to make up the difference between current tuition costs and the cost when the account was established. Thus, there is a savings against future tuition increases (for state-funded schools). The funds can also be expended in private universities, but usually are capped at the cost of equivalent education in-state. There are also important income tax implications with these plans, since some or all of the amount invested may be deductible. Examples include MO$T in Missouri (http://www.missourimost.org) and GET (Guaranteed Education Tuition) in Washington State (http://www.get.wa.gov). Other states, including West Virginia, Pennsylvania, and New York have similar plans.

State scholarship programs. Some states provide special scholarship assistance to students interested in pursuing higher education in specific fields. Typically, these scholarships are modest in amount and, often, are awarded by Departments of Agriculture of state government, with a view to assisting rural youth or those planning to study agriculture and related fields. For example, the Missouri Department of Agriculture plans to award 22 scholarships to high school seniors from rural backgrounds. Of these, 14 $500 scholarships will be awarded to students planning to attend 4-year colleges, while 8 scholarships for $250 will be awarded to students planning to attend junior colleges that offer degrees in agriculture and related fields. The Kentucky Higher Education Association offers financial help for Kentucky students who plan to pursue teaching credentials. Awards for first and second year students total $1,250 per year, while juniors, seniors, and graduate students may receive up to $5,000 per year. (KHEAA, 2003). In North Carolina, the NC Teaching Fellows Program offers full scholarships along with a program of internships, travel opportunities, and other benefits. In both Kentucky and North Carolina, there is a commitment to serve in the public schools after graduation.

A different kind of program is represented by Georgia's HOPE scholarship program or West Virginia's PROMISE program. In Georgia, the HOPE program pays college expenses for high school graduates who earn a B or higher grade point average and who maintain a B average in college. Since 1993, when the program started, more than 358,000 students have earned HOPE Scholarships, with total outlays exceeding $658 million, about $1,838 per participant

(Bugler, Henry, and Rubenstein, 1999). Importantly, Bugler et al. report that the number of high school graduates eligible for HOPE has grown from 46.8% in 1993 to 59.5% in 1998, with no apparent effect of grade inflation. Initially, the HOPE eligibility was constrained by a $66,000 family income cap, which was removed in 1995.

Similar to the HOPE program is West Virginia's PROMISE program. This program is available to high school graduates who maintain a 3.0 average in high school and who achieve a combined score of 21 on the ACT or 1000 on the SAT. It pays a full tuition scholarship to a state college or university or the equivalent in cash ($2,709) to an in-state private college. It is expected that more than 41% of participating students will come from families with less than $50,000 in annual income, and 27% will come from families with between $50,001 and $74,999. Thus, while family financial need is not a criterion for awarding PROMISE scholarships, many students from lower income and middle class families will benefit (WV PROMISE, 2001).

Whether programs like HOPE and PROMISE can continue is an open question. First, the programs depend on continuing appropriations from legislatures, which may or may not be willing to make the increasing payments called for. Second, there have been criticisms of these programs precisely because they are not needs based. That is, since the eligibility requirements rest on the attainment of a GPA, the programs represent an income transfer from taxpayers to college students. At least some of these taxpayers are relatively poor and/or may not be eligible to receive the benefits of a program that they are paying for (perhaps because they don't have children or their children are grown). Moreover, many of the recipients of these scholarships would have gone to university even without the program. Finally, some critics argue that because some of the funding from these programs is derived from state lotteries the money may be tainted, either because it derives from "sin" or because lotteries are a regressive tax on the poor, who are more likely to play lotteries (Harvard Club of West Virginia, 2001). It should be pointed out that West Virginia, Kentucky, and other states also support programs that provide some college funds to the most needy students in the state.

Foundation Sources of College Attendance Assistance

Most major charitable foundations provide some kind of programming for the improvement of education. However, in many cases, the support does not go to individual students, but to colleges and universities, often for program improvements that may or may not benefit individual students. For example, the W.K. Kellogg Foundation supports efforts to forge partnerships between educational institutions and communities for the benefit of young people (http://www.wkkf.org/Programming/Overview.aspx?CID=271). Kellogg also sponsors the Native American Higher Education Initiative (NAHEI), geared to increasing educational opportunities and access for Native American students. The program focused on strengthening institutions of higher education that serve large proportions of Native American youth.

The Horatio Alger Association provides about $5 million in scholarships annually. Nationally, the Association awards 100 scholarships of $10,000, focused especially on students who have overcome adversity. In addition, awardees participate in a National Scholars Conference in Washington, DC, expenses of which are borne by the Association. Several state

programs have also been set up by Association members. These state programs and the number of scholarships are California (200); Delaware (100); Florida (100); Indiana (16); Iowa (100); Kentucky (16); Minnesota (42); Missouri (100); Nebraska (100); and Pennsylvania (100). In addition, there are 200 National Scholarships of $1,000 for youth residing outside areas with state programs. For the most part, these scholarships carry awards of $2,500 to $3,000 per annum (https://www.horatioalger.com/scholarships/program_national.htm).

In 1999, the Bill and Melinda Gates Foundation launched the Gates Millenium Scholars (GMS) program to provide outstanding African American, American Indian/Alaska Natives, Asian Pacific Islander Americans, and Hispanic American students with an opportunity to complete their university education in all undergraduate disciplines and in mathematics, science, engineering, education, or library science in graduate schools. Administered by the United Negro College Fund, approximately 4,000 scholarships were awarded in 2000. Potentially, there will be 4,000 Gates Millenium Scholars in college once the program is fully rolled out, with about 1,000 new scholars added each year. It is estimated that the Gates Foundation will invest a billion dollars over a 20-year period in this initiative (http://www.gmsp.org/about/index.cfm). The explicit aim of the program is to support outstanding students of color who will diversify the leadership profile of America in the future.

Another new scholarship program is supported by the Lenfest Foundation. The Foundation's program is targeted very specifically—only students from Franklin County, Pennsylvania, are eligible to participate—and will provide $15,000 per year for four years toward the cost of attendance at any accredited U.S. private college and up to $7,500 per year for four years toward the cost of attending an accredited U.S. public college. The Foundation will also provide counseling and assistance to College scholars and their families in the college admissions process. It is anticipated that five awards will be made annually. This program is in addition to one sponsored by the Foundation that supports high school students who are selected for attendance at one of four highly selective prep schools. Twelve students will be selected for participation (http://www.lenfestfoundation.org/ASP/AspOver.htm). A similar program—in that it targets students in a specific community—is the Esther Hutmacher Parriot Scholarship. Recipients must reside within Stephenson County, IL (but outside the City of Freeport). The scholarship is predicated on the student studying some aspect of agriculture. Awards of $2,500 per year are made to students attending a four-year university while $1,000 awards are made to students who elect to attend a two-year college.

Rural Area Foundation Sources of College Attendance Assistance

Corporations that serve residents of rural areas have also established foundations, one purpose of which is often to provide scholarship assistance to students whose families reside in the area served by the corporation. Other foundations have been established by voluntary organizations that represent aspects of rural life. Some of these descriptions follow.

The Foundation for Rural Service (FRS) was established in 1994 by the National Telecommunications Cooperative Association. The Association represents 550 locally owned cooperatives and commercial companies. The mission of the foundation is to promote, educate,

and advocate rural telecommunications issues to the public in order to sustain and enhance the rural way of life in America. In 2000, the FRS awarded 11 scholarships of $1,500 to rural youth throughout the nation. In 2003, the amount of the award was doubled and 3 more scholarships were added. A goal of the program is to encourage (but not to require) scholars to return to rural areas after graduation (http://www.frs.org/about/index.html). Similarly, many telephone cooperatives and associations that serve rural customers award scholarships. For example, the KanOkla Telephone Association awards 8 scholarships of $1,000 annually to children of member families. The scholarships are based on academic merit, and vocational ambition, and one will be awarded by random drawing (http://www.kanokla.com/about/youth/).

The Atlantic Rural Exposition, Inc., is a private not-for-profit Virginia corporation that, among other things, is the landlord for the Richmond International Speedway. They also host livestock shows. In an effort to improve these shows, in which young people often participated, the corporation decided to stop awarding prizes and start awarding scholarships. In 1995, more than 5,000 young people competed at the State Fair and 84 scholarships were awarded, in areas from livestock to forestry to computer graphics. Typically, the scholarships are awarded before students are eligible to apply for college. The scholarship, however, acts as an incentive to do well in high school and think about college in a serious way, since, if the student doesn't go on to college, the scholarship is forfeited. Staff of the corporation also visit in communities from which competition winners have come. This allows the student to be recognized by his or her hometown peers and teachers (http://www.animalagriculture.org).

Successful Farming magazine launched a scholarship program in 1989, selecting five students to receive their awards. By the end of the 1990s, the magazine, in cooperation with Bayer Corporation/Crop Protection Division, increased the number of scholars to 30 of which there were 20 valued at $1,000 and 10 at $500. Similarly, the National Farmers Organization awarded three scholarships in 2002 to high school seniors through their Farm Kids for College Scholarship program (http://www.nfo.org).

An additional source of support for rural youth in attending college is sometimes based on the generosity of private benefactors. Often these people make gifts to a youth organization or to a college with stipulations that limit use of the gift to support youth from rural communities. For example, Joe R. and Teresa Lozano Long created a Foundation that will provide six $10,000 scholarships annually for medical students at the University of Texas. Also in Texas, a Corpus Christi couple provided an endowment of $800,000 to the Texas 4-H Youth Development Foundation. Wallace and Audrey McLean had no children of their own but wished to help young people from rural areas finance their educations.

Youth Organizations as Sources of College Attendance Assistance

Many organizations dedicated to serving youth award scholarships. Typically, these scholarships are relatively small in cash value ($250 to $3,000), but the knowledge that someone believes in the capacity of a young person may be worth far more than the dollars. If a student is the first person in his or her family to go to college, the value of this psychological boost may be measureless. Organizations like the Boy and Girl Scouts or the YM/WCA, as well as fraternal

organizations, typically offer scholarships at the community or even the national level. As an example, consider Junior Achievement. Nationally, this organization distributes more than $1.3 million in scholarships annually at the national and local levels. Two organizations that are specifically geared toward rural youth include the following.

The 4-H organization for young people is interested in agriculture and other aspects of farm life and work. Associated with the U.S. Department of Agriculture, most states organize around one of the land grant colleges in the state. Although the National 4-H organization does not award scholarships for members, most of the states do. For example, in Indiana, 30 scholarships worth a combined total of $30,000 were awarded last year. Washington State 4-H awarded 16 scholarships ranging in value from $500 to $3,000. Oregon recently announced that applications for nine scholarships ranging from $250 to $1,000 were being accepted. In New York, 15 scholarships with a combined value of $18,000 will be awarded this year. National and state Web sites include information about specifics of scholarships on offer.

The National High School Rodeo Association was actually organized to encourage young people to stay in school and complete their educations. At the national level, more than $100,000 is dedicated to scholarships for college-bound students. In addition to these funds, state affiliates also award scholarships, as well as more traditional prizes associated with rodeo—fancy saddles and belt buckles.

Besides Money

Clearly, there are many organizations and individuals willing to help young people find the money to make college attendance possible. It is not clear, however, that money is the only deterrent preventing young people—especially those who live in rural communities—from attending college. Indeed, many people are persuaded that identifying students as early as middle school, helping them realize that college is for them, ensuring that schools provide a challenging curriculum that can prepare students for college, and helping parents understand both the value and the possibility of college for their children are all as important as ensuring that the money for college is available. Programs like GEAR UP are based on the premise that many children, especially children of color or of poverty, lack the social capital needed to be successful in college. Other programs like College Access, a network of locally managed programs in many communities, often associated with libraries or colleges, provide opportunities for students in high school to begin to plan for college in non-financial ways.

The National Postsecondary Education Cooperative Working Group on Access to Postsecondary Education recently released a report *Paving the Way to Postsecondary Education: K-12 Intervention Programs for Underrepresented Youth* (NCES, 2001). In their work, the Group surveyed a number of programs intended to assist youth in gaining access to postsecondary schooling. While they identified a number of desirable program practices that seemed to contribute to programmatic success, they also found some features of programs that undermined their success. However, their most troubling finding was that few programs had engaged in a thorough evaluation of their activities (p. ix). Indeed, in the course of this literature review, it became apparent that, while many organizations offer help in a variety of forms to students in the quest for college attendance, very few reported any evaluation of their activities.

METHODS

Instruments

McKelvey Scholarship Program staff interviews. A draft protocol was developed by AEL staff and reviewed and approved for use by McKelvey staff for interviewing the seven staff members (Andrew and Dena McKelvey and five field administrators) and two auxiliary staff members. Questions focused on the program's mission and goals, organizational and administrative processes, roles and major tasks of key staff and their impact on students, major strengths and weaknesses of the program, and recommendations for improving the program. See Appendix C for a copy of the staff interview protocol. Direct quotes were used in the findings that identified Andrew and Dena McKelvey; each signed and returned an AEL Informed Consent Form giving permission to use these quotations.

Mentor interviews. A draft protocol was developed by AEL staff and reviewed and approved for use by McKelvey staff for interviewing the nine current scholars who served as mentors at the two summer 2003 Camp McKelvey locations (Alderson-Broaddus College in West Virginia and Bucknell University in Pennsylvania). Questions focused on mentors' overall impressions of Camp McKelvey, specific knowledge or skills they had gained during their first Camp McKelvey that they since had used, unused knowledge or skills that would be helpful in the future, differences in Camp McKelvey since they had first attended, the value they place on the Camp McKelvey experience for incoming scholars, the value they added to that experience by working as mentors, how they benefited personally by serving as mentors, the one thing they most wanted to share with incoming scholars, the greatest value of attending Camp McKelvey, and what one thing they would most like to change about Camp McKelvey. See Appendix D for a copy of the mentor interview protocol.

College/university record research. This method involved collecting existing data from the 26 participating colleges and universities. AEL staff developed a cover letter, data sheet, and narrative comments sheet to send to the McKelvey contact person at each institution in order to obtain the number of full-time students they had enrolled from each of the 24 participating high schools for the years of 1999-2000, 2000-01, 2001-02, and 2002-03. These materials were customized for Pennsylvania, New York, and West Virginia and were sent to McKelvey staff for review on April 14; all materials were subsequently approved for distribution. Each packet contained a cover letter, a data sheet, a narrative comment sheet, and a postage-paid return envelope. See Appendix E for a copy of the materials sent to the Pennsylvania colleges and universities.

High school record research. This method involved collecting existing data from the 24 participating high schools. AEL staff developed a draft e-mail message to send to the guidance counselor at each school in order to obtain the number of graduating seniors and the estimated number of seniors going on to any four-year college for the years of 1999-2000, 2000-01, and 2001-02. This message was sent to McKelvey staff for review on April 14 and was approved for distribution.

Applicant/finalist survey. The first draft survey developed was for the 14 Year 1 finalists and the 74 Year 2 applicants who had not received a scholarship. Although this data

collection activity was originally intended to take place via record research, it was subsequently decided to capture this and other pertinent information directly from the population of finalists and applicants. The draft survey was pilot tested with six respondents and subsequent revisions and clarifications were made based on respondent feedback. The revised survey was submitted to McKelvey staff on April 14 and was subsequently approved with minor modifications. Although this survey was identical in terms of content, a separate form was generated and labeled for applicants and finalists. Packets included a cover letter, the six-item survey, and a postage-paid return envelope. In an effort to boost the response rate from this possibly disenfranchised population (given they did not receive scholarships), AEL staff purchased two Sony Car Ready Walkman CD Players to give away to two randomly drawn names of those applicants or finalists who completed and returned their surveys.

The survey first asked whether respondents were attending college without the scholarship. If so, they were to answer the remaining questions of when they started college, how they were financing their education, the type of institution they were attending. Finally, the last item included four sub-items which respondents rated using a scale of 1 (Not at all) to 5 (Very much), pertaining to whether the McKelvey Scholarship Program application process had helped them clarify their educational goals, become more aware of financial aid opportunities, become more aware of alternative postsecondary opportunities, and become more determined to obtain a postsecondary education. See Appendix F for a copy of the applicant/finalist cover letters and surveys.

High school staff, dropout scholar, current scholar, and parent surveys. AEL staff generated a pool of draft survey items for potential use in the current scholar, dropout, high school staff, and parent surveys. A consultant with extensive experience in survey development was secured to refine the items and prepare a draft survey for each stakeholder group. These surveys were pilot tested with 16 respondents (four per survey) and subsequent revisions and clarifications were made based on respondent feedback. The surveys were submitted to McKelvey staff on May 7 and again on May 13 with revisions based on feedback; all four surveys were subsequently approved.

The high school staff packet contained a cover letter addressed to the superintendent, asking that the survey (or surveys, if multiple participating schools within the district) be forwarded for completion to the person most involved in the McKelvey Scholarship Program, a copy of the survey, and a postage-paid return envelope. The high school staff survey included 33 items focusing on their perceptions of the McKelvey Scholarship Program's impact and implementation at their high school. The majority of the items were selected-response or short write-in; the final three items were open-ended and asked what was liked best and least about the program and what should be changed. See Appendix G for a copy of the cover letter and high school survey.

The dropout scholar packet contained a cover letter, a survey, and a postage-paid return envelope. The dropout scholar survey included 70 selected-response, short write-in, and open-ended items that focused on demographics, academic information, their experiences with the McKelvey Scholarship Program, and their experience at Camp McKelvey (if they had attended). Based on feedback from McKelvey staff, it was decided to include the dropout names in the random drawing to give away a Sony Car Ready Walkman CD Player to two randomly drawn

names of those respondents who completed and returned their surveys. See Appendix H for a copy of the cover letter and dropout scholar survey.

The current scholar packet contained a cover letter, a survey, and a postage-paid return envelope, as well as a cover memo and survey for a parent (described next). Since most of the 126 scholars were at home when the surveys were mailed (rather than on campus), it was decided to include the parent packet in the same envelope. The scholar's cover letter asked scholars to encourage a parent to complete the enclosed parent survey. The current scholar survey included 58 selected-response, short write-in, and open-ended items that focused on demographics, academic information, their experiences with the McKelvey Scholarship Program, and their experience at Camp McKelvey (if they had attended). Based on feedback from McKelvey staff, it was decided to include the scholar names in the random drawing to give away a Sony Car Ready Walkman CD Player to two randomly drawn names of those respondents who completed and return their surveys. See Appendix I for a copy of the cover letter and current scholar survey.

The parent packet contained a cover memo and a survey. These 126 packets were included in the current scholars' envelopes for mailing. The parent survey included 32 selected-response, short write-in, and open-ended items that focused on demographics and their family's experiences with the McKelvey Scholarship Program. See Appendix J for a copy of the cover memo and parent survey.

Mentor rating form. In June 2003, AEL staff developed a nine-item rating form to be completed by mentors at the conclusion of their interviews at both of the 2003 Camp McKelvey summer sites. Using a scale of 1 (Strongly Disagree) to 5 (Strongly Agree), mentors were to rate their level of agreement that their mentoring experience (1) helped them learn specific skills and (2) helped them demonstrate those skills to others. The nine items included communicating with others on an individual basis or in a group setting, working as a team member, leadership skills, assisting others, acting responsibly, entrepreneurial concepts or skills, and the benefits of community service. See Appendix K for a copy of the rating form.

Informed consent. Informed Consent Forms were unnecessary for all survey stakeholder groups since no respondents were recognized by name or directly quoted and all were above the age of 18 years. Further, the surveys did not deal with sensitive aspects of the subjects' behavior, such as criminal conduct, drug use, sexual behavior, or use of alcohol.

Data Collection

McKelvey Scholarship Program staff interviews. The nine telephone interviews were conducted by two AEL staff members and took place during May 2003. Interview times ranged from 15 minutes with Andrew McKelvey to 60 minutes with one of the field administrators; most lasted about 30 minutes. Extensive notes were taken during these interviews, either by hand or real-time keyboarding.

Mentor interviews. The nine mentor interviews were conducted by two AEL staff members at Alderson-Broaddus College and Bucknell University during June 2003. Interviews lasted approximately 30 minutes. Extensive notes were taken by hand during the interviews.

College/university record research. The 26 college and university packets were mailed to the 5 New York, 6 West Virginia, and 15 Pennsylvania institutions of higher education on May 2, 2003. During May and June, McKelvey staff made repeated phone calls to their college and university contacts to help ensure these data were provided to AEL. A reminder postcard was mailed to nonrespondents by AEL staff on June 13 and AEL staff also faxed the materials to several institutions on request. The final response rate was 77% (20 of 26).

High school record research. An e-mail message was sent to each of the guidance counselors at the 2 New York, 3 West Virginia, and 19 Pennsylvania high schools on May 1-2, 2003. AEL staff contacted McKelvey staff for corrected e-mail addresses as some of the original messages "bounced back." During May and June, McKelvey staff made repeated phone calls to their high school contacts to help ensure these data were provided to AEL. These e-mail messages were re-sent to several high schools on request. The final response rate was 83% (20 of 24). An oversight by AEL staff in not providing a subject line on these e-mail messages may have led to some of the original messages being "trashed" or overlooked, but should not have had any impact after follow-up calls were made to nonresponding high schools.

Applicant/finalist surveys. Packets were mailed in early May to the 14 Year 1 finalists and the 74 Year 2 applicants. AEL staff conducted three follow-up mailings: a postcard, a second survey kit, and a final postcard. In addition, phone calls were made to the nonresponding finalists. The final response rates were 57% for the finalists (8 of 14) and 54% for the applicants (40 of 74). Although these rates are lower than desired, they were not unexpected; since a majority was received for each group, we believe these are acceptable rates.

High school survey. The 24 high school packets were mailed on May 15. AEL staff conducted one follow-up postcard mailing. The final response rate was 96% (23 of 24).

Dropout scholar survey. The 13 dropout scholar packets were mailed on May 15. AEL staff conducted three follow-up mailings: a postcard, a second survey kit, and a final postcard. The final response rate was 46% (6 of 13; this low rate was disappointing, but not unexpected). By level, the dropout return rates were as follows: Year 2 gold - 33% (1 of 3); Year 2 silver - 100% (1 of 1); Year 2 bronze - 44% (4 of 9).

Current scholar survey. The 126 student packets were mailed on May 15. AEL staff conducted three follow-up mailings: a postcard, a second survey kit, and a final postcard. The final response rate was 96% of the current scholars (121 of 126). By level, the scholar return rates were as follows: Year 1 gold - 94% (15 of 16); Year 2 gold - 100% (44 of 44); Year 2 silver - 94% (33 of 35); and Year 2 bronze - 94% (29 of 31).

Parent survey. The 126 parent packets were included in the current scholars' envelopes and mailed on May 15. AEL staff conducted three follow-up mailings: a postcard, a second survey kit, and a final postcard. The final response rate was 95% (120 of 126).

Mentor rating form. These forms were administered at the conclusion of each of the nine mentor interviews taking place at Camp McKelvey at Alderson-Broaddus College and Bucknell University in June 2003.

Instrument validity. All data collection instruments were developed and pilot tested by AEL staff, which provided face validity. Further, each instrument was reviewed and approved by McKelvey staff as valid collection tools for its intended purpose, which provided content validity. Hence, we believe these instruments to be of sufficient validity for this evaluation.

Reliability. As a measure of the internal consistency reliability of the surveys for this particular administration, Cronbach Alpha values were computed for each survey. These coefficients were .59 for the applicants, .55 for the finalists, .63 for the dropout scholars, .88 for the high school staff, .51 for the current scholars, .82 for the parents, and .87 for the mentors. While some of these coefficients are lower than desired, this may be due in part to having too few cases with a disproportionately large number of variables.

Data Analysis

Interviews. Written notes were typed into transcripts similar to the real-time keyboarded versions for use in providing the narrative included in the findings section of this report. All transcripts were compiled for content analysis. For the McKelvey Scholarship Program staff interviews, themes from the nine broad questions formed the framework for the narrative: mission/goals, organizational process, administrative process, roles and major tasks, impact of role on students, program strengths, program weaknesses, suggested revisions, and other miscellaneous comments. For the mentor interviews, themes from the ten broad questions formed the framework: overall impressions, knowledge/skills gained and used, knowledge/skills gained but not yet used, differences in camp experiences across years, value of camp for new scholars, value added by mentors, benefits of serving as mentors, most important thing to share with new scholars, greatest value of camp, and suggested changes. In addition to the narrative summaries, tables were generated as appropriate to fully describe the emerging categories and representative comments.

Record research. For the colleges/universities, data pertaining to the number of full-time students enrolled from the participating high schools for four academic school years were entered into an Excel spreadsheet. For the high schools, data pertaining to the number of graduating seniors and expected number of those graduates going on to college for three academic school years were entered into an Excel spreadsheet. Narrative summaries were prepared for each group, including tables and graphs.

Surveys. All of the surveys except the mentor rating form were designed for data entry using the Remark scanning software. All of these surveys were scanned into Remark and then exported to SPSS (a statistical software program) for analysis; the mentor rating forms were hand-entered directly into SPSS. Quantitative analyses included frequencies for nominal and ordinal data, and frequencies and descriptive statistics (means and standard deviations) for interval-level data. Qualitative analyses included coding of themes from all open-ended items; these codes were then quantified by frequency. Narrative summaries for each survey, including tables and graphs, are provided in the findings section of this report.

FINDINGS

McKelvey Scholarship Program Staff Interviews

AEL evaluators conducted a total of nine individual telephone interviews. Andrew and Dena McKelvey, McKelvey Scholarship Program staff (Arnold Hillman, Carol Hillman, Jeanna-Mar Simmons, Kathleen Chambers, and Martha Dean), and auxiliary staff (Paul Camara and Roxane Previty) were interviewed. These interviews took place during May 2003 and each lasted about half an hour.

Interviewees were asked a total of nine questions, including mission and goals, organizational processes, administrative processes, role and key tasks, impact of role on students, main strengths, main weaknesses, suggested revisions, and any other additional information pertaining to the McKelvey Scholarship Program. Responses are summarized below, by topic.

Mission/Goals

According to Andrew McKelvey, founder of the McKelvey Scholarship Program, the mission is "to provide scholarships for rural students in Pennsylvania, New York, and West Virginia so that they can attend college when they might not be able to otherwise." They strive to make a difference in students' lives "because a college education, particularly for rural American students, will make an enormous difference in every aspect of their life as they move on." The program's ultimate goal is to send 1,000 rural students to college each year.

Students (primarily first-generation college goers) from participating school districts (selected based on the lowest level of poverty and the degree of ruralness) are selected to receive scholarships based on their entrepreneurial qualities through a selection process involving an application, a written essay, and (for finalists) an interview with McKelvey staff—all of which are designed to provide insight into students' desires, ambitions, and current accomplishments. As one staff member put it, the scholarships are aimed at students "who show an entrepreneurial spirit" and who are "gems in the rough." Further, these students must "have a passion for education, be in the top 50%, [and] want to go and be capable of going to school," according to one field administrator.

The goal of the McKelvey Scholarship Program goes beyond mere financial endowments in an attempt to provide ongoing support to scholarship winners throughout their undergraduate experience. Field administrators serve as case managers, providing mentoring, guidance, and encouragement to their respective scholars. The program emphasizes the need for youth to work for their college education, not just be given a scholarship. As a result, community service and work study components are built into the program requirements. Further, students are encouraged to give back to their respective communities by having scholars speak at their previous high schools and carry out their community service in their local communities. Ultimately, some students may revitalize their communities by returning after college and starting new businesses.

During the first two years of operation, the McKelvey scholarships included gold, silver, and bronze awards; see Table 3 for information pertaining to each level of scholarship. All scholars are required to live on campus, with no commuting, regardless of scholarship level. During Year 1, 16 students received gold scholarships, which covered their full tuition, room, board, fees, and books after all other state and/or federal scholarship monies were utilized; these scholars also received a laptop computer and printer which they could keep as long as they did not drop out of school.

There were 123 scholarships awarded during Year 2; unfortunately, 13 of these scholars stopped utilizing their scholarships by either transferring to a nonparticipating college or university, commuting rather than living on campus, or dropping out of college entirely. Three of the 13 were gold scholars, 1 was a silver scholar, and 9 were bronze scholars.

Of the remaining 110 students during Year 2, 44 received gold scholarships, which were identical to Year 1 except that books were no longer included in the award; 35 received silver scholarships for 50% tuition, room, board, and fees at a private school or 100% of the same at a state school; and 31 received bronze scholarships for up to $2,500 (or 50%, whichever is higher) for attending a state college or university. (Note, Year 2 was the only year in which silver scholarships were available.)

Organizational Process

The organization of the McKelvey Scholarship Program revolves around its seven key staff: Andrew and Dena McKelvey, Arnold and Carol Hillman, Kathleen Chambers, Martha Dean, and Jeanna-Mar Simmons. Auxiliary staff include Paul Camara and Roxane Previty. See Figure 1 for an organizational flowchart depicting key staff and their major tasks.

Andrew McKelvey is the founder of the program, and provides the overall mission, goals, and direction of the scholarship program, in addition to setting the scholarship amounts and providing scholarship monies. Dena McKelvey is the president of the foundation, and operationalizes the vision of the program. She also serves as the intermediary between Andrew McKelvey and the program staff. Further, she is the field administrator for all 16 of the Year 1 scholars and for Year 2 New York school districts, which include Scio Central and Whitesville.

Field administrators have direct contact with scholars and participating high school and college staff, and are responsible for scholars within specific school districts, assigned by geographic locale so that ongoing relationships can be forged between McKelvey staff and high school staff. While many of the associated tasks are consistent and required of each staff member, there are also person-specific tasks that each field administrator undertakes. One field administrator said that program staff "really work well together," share resources, and have a "level of trust with each other" without territorialism.

Table 3: McKelvey Scholarship Information by Level

Year/Level	Number of Current Scholars	Number of Scholars Who Dropped Out	Campus Require-ments	Work Study	Community Service
Year One (2000-2001) Gold	16	0	On campus	10 hours per week	80 hours per summer for three summers
Year Two (2001-2002) Gold	44	3	On campus	10 hours per week	80 hours per summer for three summers
Year Two Silver	35	1	On campus	None	50 hours per summer for three summers
Year Two Bronze	31	9	On campus	None	None
TOTAL	126	13			

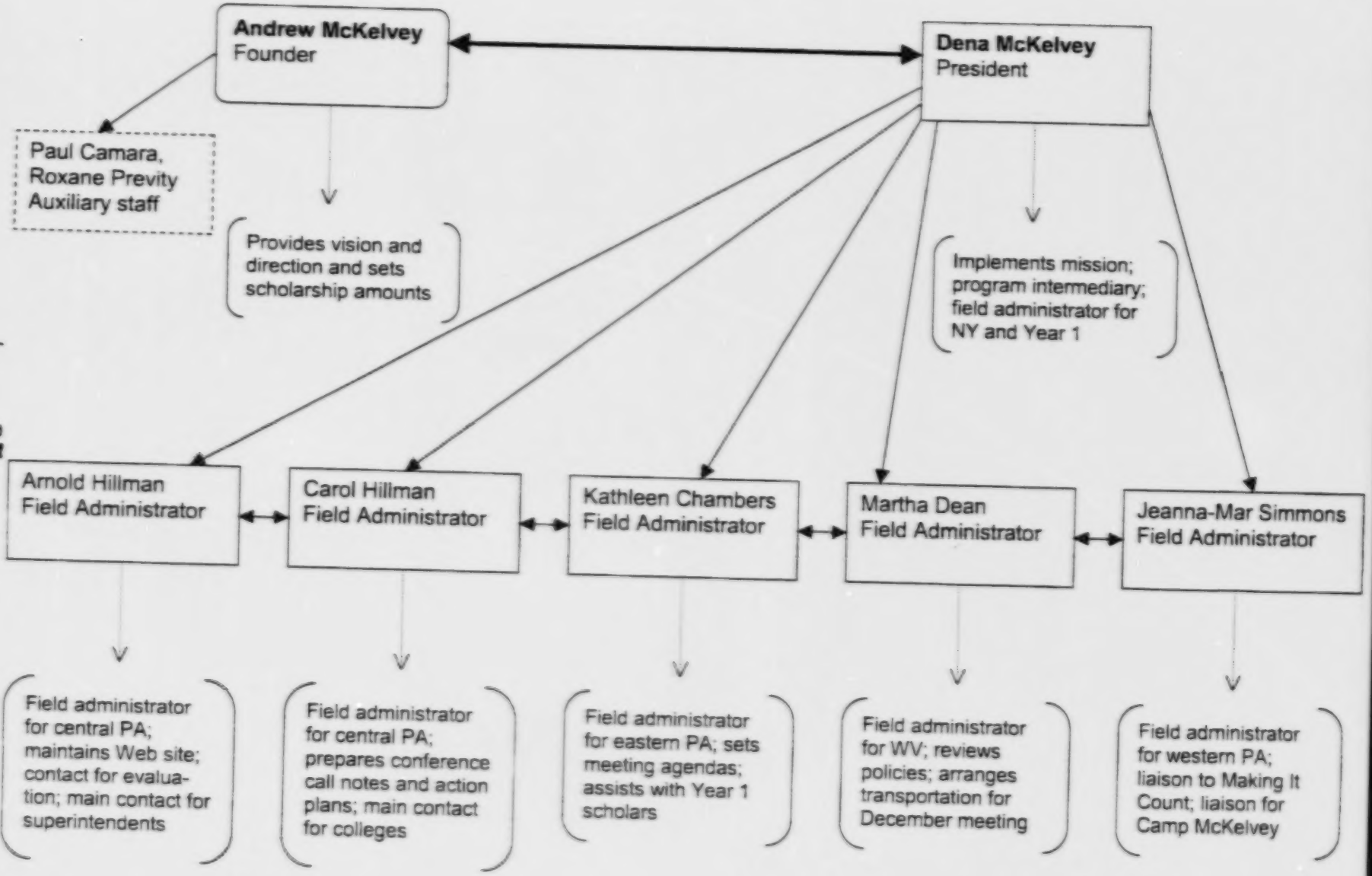

Andrew McKelvey
Founder
Dena McKelvey
President
Paul Camara,
Roxane Previty
Auxiliary staff
Provides vision and direction and sets scholarship amounts
Implements mission; program intermediary; field administrator for NY and Year 1
Arnold Hillman
Field Administrator
Carol Hillman
Field Administrator
Kathleen Chambers
Field Administrator
Martha Dean
Field Administrator
Jeanna-Mar Simmons
Field Administrator
Field administrator for central PA; maintains Web site; contact for evaluation; main contact for superintendents
Field administrator for central PA; prepares conference call notes and action plans; main contact for colleges
Field administrator for eastern PA; sets meeting agendas; assists with Year 1 scholars
Field administrator for WV; reviews policies; arranges transportation for December meeting
Field administrator for western PA; liaison to Making It Count; liaison for Camp McKelvey

Figure 1: McKelvey Scholarship Program Organizational Flowchart

Arnold and Carol Hillman are field administrators for Year 2 central Pennsylvania school districts, which include Galeton, Northern Potter, Northern Tioga (including Cowanesque, Elkland, and Williamson), Oswayo Valley, and Otto Eldred. Kathleen Chambers is the field administrator for Year 2 eastern Pennsylvania schools, which include Blue Ridge, Fannett-Metal, Forbes Road, Montrose, Shenandoah Valley, and Susquehanna Community. Jeanna-Mar Simmons is the field administrator for Year 2 western Pennsylvania schools, which include Blacklick Valley, Ferndale, Glendale, Harmony, Turkeyfoot Valley, and Union. Finally, Martha Dean is the field administrator for all Year 2 West Virginia schools, which include Calhoun, Clay, and Webster.

Dena McKelvey is more involved in the day-to-day management of the program; Andrew McKelvey is involved more with the "big picture" issues. Field administrators have the flexibility and freedom to operate autonomously, within the parameters set by the McKelveys. As one field administrator noted, there is "not always consistency across the board, each may have different methods of getting things done, but all reach [the] same goal."

The program framework is very fluid, and prone to sudden changes in scope or parameters decided on by Andrew McKelvey. This "instant change" mindset parallels 21st century business philosophy of reacting quickly and flexibly to environmental changes to achieve desired results. Program staff work independently, mainly in physical isolation, yet maintain frequent communications via phone, e-mail, and the McKelvey Scholarship Program Web site. While this arrangement offers a great deal of flexibility in terms of work locations and office hours, it also increases the possibility that staff "are not always in sync on . . . their interpretation of things," according to one of the field administrators. Bimonthly or monthly conference calls take place on a routine basis. While routine face-to-face meetings are not utilized, in order to save as much money as possible for the scholars, all McKelvey staff attend a December meeting each year with all of the incoming scholars and school staff, including guidance counselors, teachers, and administrators.

There is no central repository for program documentation and student records; field administrators maintain their files individually and enter data directly into the McKelvey Scholarship Program Web site. This is due in part to the geographic dispersion of the field administrators and in part to the McKelvey's emphasis of utilizing the Web for maintaining all student records. Further, while there are generic forms for use in the program, staff are free to "tweak" these forms as needed to meet the specific needs of their respective areas. One field administrator noted that "staff have lots of input into the organizational processes," and that staff were very experienced. The Web site also provides an entry portal for students. This site has been tailored to youth and welcomes prospective and current students with graphics, animation, and music, as well as a message board for current scholars to keep in touch across campuses.

Additional staff members work with Andrew McKelvey to provide guidance and to participate in the scholar selection process by taking part in the finalist interviews with the program staff. These auxiliary staff members include Paul Camara and Roxane Previty of Monster Worldwide.

Administrative Process

The administrative processes of the McKelvey Scholarship Program span the time from students' junior year in high school through their completion of a four-year undergraduate program. These processes can be grouped into five main categories of recruitment, application, selection, notification, and implementation. See Figure 2 for an administrative flowchart depicting these processes.

Recruitment. The process begins with recruitment efforts via another McKelvey-funded program, Making It Count, which is offered to juniors and seniors at each participating program. This assembly program focuses on making the right choices for college preparation. The McKelvey Foundation also sponsors a junior class trip to a state college campus (some exceptions to state schools are allowed due to logistical issues such as geography or availability). As part of this endeavor, McKelvey Foundation pays up to $1,000 per visit (this covers substitute teachers, travel, and meals). Current scholars also play a role in recruiting potential scholars by returning to speak at their respective high schools to promote the program. Field administrators go to the high schools and meet with eligible students from the senior classes. Finally, guidance counselors mail letters to the entire senior class the summer before their last year of high school, and work to get at least 10% of the senior class to apply for the McKelvey scholarship.

Application. The application process begins with seniors in early fall. By mid-October, they apply for the scholarship using the McKelvey Scholarship Program Web site. Students must complete an online application form, which includes demographic information, academic information, ACT or SAT scores, financial aid information, and an essay on their entrepreneurial characteristics. School staff and McKelvey staff provide help or technical assistance as needed for students completing the application process.

Selection. The selection process begins at the participating high schools. The guidance counselor at each school forms a selection committee composed of the principal and/or assistant principal, the guidance counselor, teachers, and the superintendent. This committee reviews the entire pool of applicants and, depending on the number of applications, interviews applicants in order to select three to eight finalists for the McKelvey staff to interview. All finalists travel to one of three central locations (Charleston, WV; Olean, NY; or State College, PA), depending on their state. These 30-minute interviews usually take place around the end of November, and are conducted by teams of two McKelvey staff members. Finalists are encouraged to bring in items to use as "talking points" in describing their entrepreneurial abilities.

Notification. The notification process begins within two weeks to two months, with gold and silver scholarship recipients being officially notified by a letter from their school superintendents. Gold scholars are then "empowered to work with their guidance counselors to select one bronze scholar in the high school," according to Dena McKelvey. The focus is on securing students, with good potential, who were not planning on attending college.

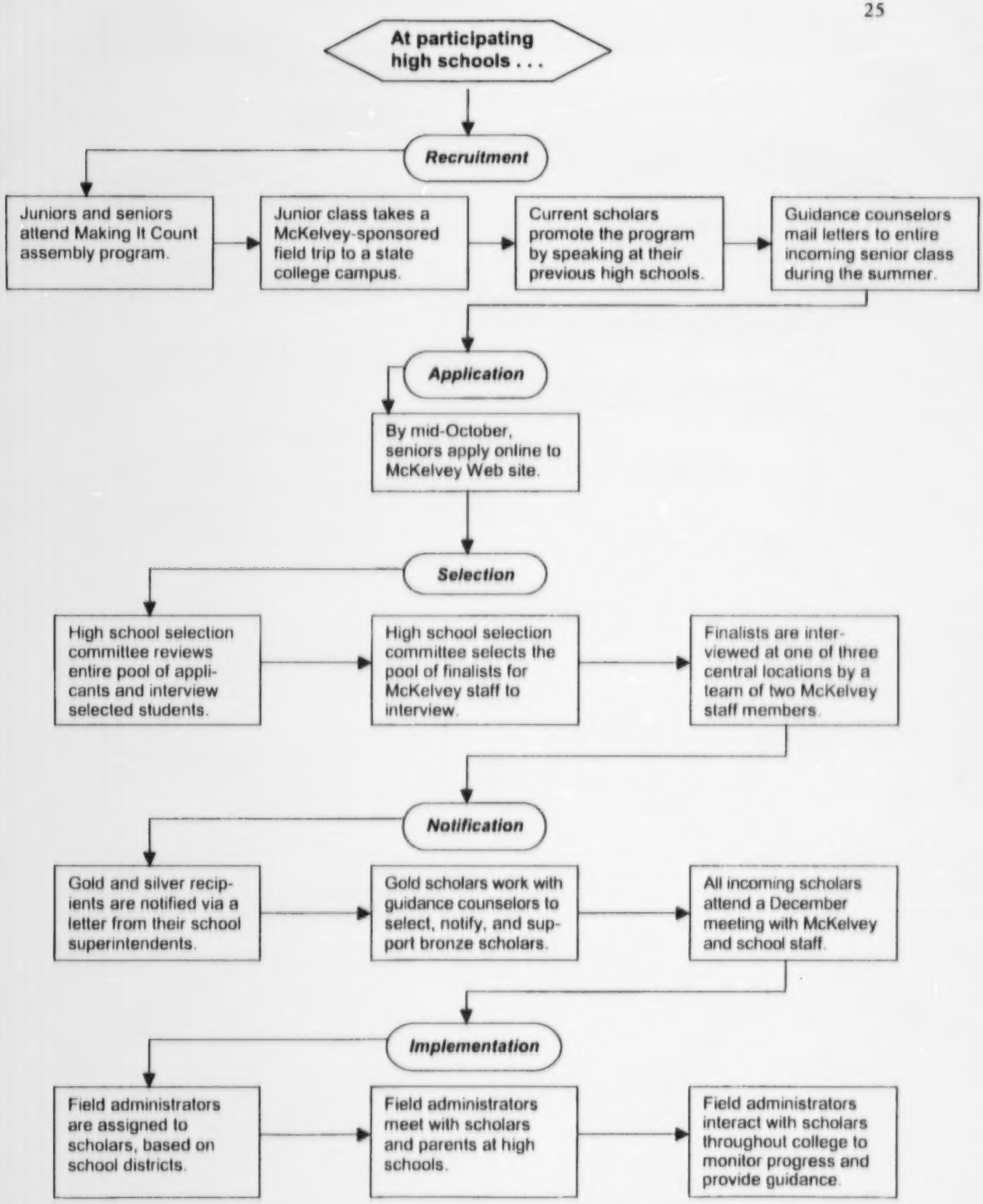

At participating high schools . . .
Recruitment
Juniors and seniors attend Making It Count assembly program.
Junior class takes a McKelvey-sponsored field trip to a state college campus.
Current scholars promote the program by speaking at their previous high schools.
Guidance counselors mail letters to entire incoming senior class during the summer.
Application
By mid-October, seniors apply online to McKelvey Web site.
Selection
High school selection committee reviews entire pool of applicants and interview selected students.
High school selection committee selects the pool of finalists for McKelvey staff to interview.
Finalists are interviewed at one of three central locations by a team of two McKelvey staff members.
Notification
Gold and silver recipients are notified via a letter from their school superintendents.
Gold scholars work with guidance counselors to select, notify, and support bronze scholars.
All incoming scholars attend a December meeting with McKelvey and school staff.
Implementation
Field administrators are assigned to scholars, based on school districts.
Field administrators meet with scholars and parents at high schools.
Field administrators interact with scholars throughout college to monitor progress and provide guidance.

Figure 2: McKelvey Scholarship Program Administrative Flowchart

Implementation. The implementation process begins soon after, with field administrators being assigned to scholars based on school district. These administrators then meet with scholars and parents at each of their respective high schools to discuss program details and provide clarification as needed. Then, throughout the remainder of the scholar's senior year of high school, and throughout the entire four years of undergraduate work, the field administrators serve as case managers for their scholars. They monitor their progress academically; collect grades and hours for community service and work study requirements; provide encouragement, advice, support, as needed to help the students to not only survive the college experience, but to thrive and grow. Interactions occur mainly via e-mail, phone, and the McKelvey Scholarship Program Web site; some of the administrators voluntarily visit each college campus throughout the year for face-to-face meetings with scholars. Field administrators also provide support and advice to parents as needed, i.e., dealing with paperwork or other similar issues. As part of this process, field administrators ensure that all data are properly entered into the McKelvey Scholarship Program Web site and also maintain "McKelvey Notebooks" containing paper backups of all pertinent student record data.

One thing to note about these administrative processes is the degree of fluidity and flexibility that permeates the entire program. One field administrator summed it up nicely by saying, "They are still a new organization, trying to feel their way, and things have changed each year. Basically, Andy and Dena have big hearts and once they get involved in the interview process, they want to help more students than originally planned." Hence the beginning of the silver and bronze scholarships in Year 2, which was an attempt to further extend McKelvey's reach to those students who would not or could not attend college without this help.

Roles and Major Tasks

In addition to being the founder and funder of the McKelvey Scholarship Program, Andrew McKelvey also serves as the visionary leader, providing direction and implementation policies and procedures. He also has an active, hands-on role each year, when finalists are interviewed for scholarships. At this time, auxiliary staff (Paul Camara and Roxane Previty) also serve as interviewers and provide advice and research as needed. Dena McKelvey serves as the president of the program, serves as a link between program staff and Andrew McKelvey, and serves as the field administrator for all Year 1 scholars and the scholars from New York. Dena is also responsible for tracking funds with the TIDES Foundation, a public charity that supports family-type foundations, which serves as the fiscal agent for the scholarship program. She summed up her role as "to make sure that we follow Andy's vision." The remaining five staff are all field administrators. All program staff are involved in finalist interviewing and selection of scholars.

Though not physically located in one central location, program staff communicate frequently and routinely offer recommendations and/or feedback. Formal telephone conference calls take place at least monthly. Each field administrator is responsible for a certain set of school districts (see Table 4 for a breakdown of districts by field administrators). As part of that responsibility, field administrators establish and maintain relationships with staff from participating high schools and with scholars from those respective schools. One field administrator commented that their job was to make "the mission of the foundation come into action by working one-on-one and giving a personal touch to otherwise daunting tasks."

Table 4: Field Administrators and Their School Districts*

Field Administrator	School Districts
Dena McKelvey	All 16 Year 1 scholars **NEW YORK** Scio Central Whitesville
Arnold Hillman and Carol Hillman	**CENTRAL PENNSYLVANIA** Galeton Northern Potter Northern Tioga - Cowanesque Northern Tioga- Elkland Northern Tioga - Williamson Oswayo Valley Otto Eldred
Kathleen Chambers	**EASTERN PENNSYLVANIA** Blue Ridge Fannett-Metal Forbes Road Montrose Shenandoah Valley Susquehanna Community
Jeanna-Mar Simmons	**WESTERN PENNSYLVANIA** Blacklick Valley Ferndale Glendale Harmony Turkeyfoot Valley Union
Martha Dean	**WEST VIRGINIA** Calhoun Clay Webster

*Additional school districts have been added for Year 3.

As for their role, field administrators are responsible for processing all relevant paperwork, i.e., financial aid forms, bills, and correspondence. Each administrator maintains his or her McKelvey Notebook, which contains a paper copy of all relevant data. Student records are also maintained permanently on the McKelvey Scholarship Program Web site. Field administrators serve as counselors, as well, providing scholars with ongoing support, guidance, advice, and serving as a general sounding board for scholars' concerns, whether they be academic, social, financial, or family related; in other words, doing what is needed to maintain students' general well being throughout their undergraduate experience. As one field administrator noted, it's a "little hand holding, a little scolding, prodding them along." Another went on to say that "it's scary for first-generation kids to go to school, so we hold their hands."

Field administrators also ensure students post their semester grades, community service, and work study/employment hours to the McKelvey Scholarship Program Web site. They also pre-approve scholars' selection of activities to fulfill their community service requirements. Work/study employment is required only of gold scholars (10 hours per week). Gold and silver scholars are required to do community service (80 hours per summer for three summers for gold scholars and 50 hours for silver scholars). Community service activities are focused on benefiting the district, i.e., tutoring or summer literacy programs.

Impact of Role on Students

The scholarships provide students with a financial advantage and the field administrators impact the students personally by not only assisting them with meeting financial needs, but providing more—"an ear to listen." They provide advice about college life, especially for the majority of students who are first-generation college goers whose parents did not attend college. And, for the gold scholars who are mentoring the bronze scholars, the field administrators provide guidance in developing and maintaining those relationships. One field administrator noted she "acts as an advocate on students' behalf." Another felt that rural youth sometimes "have unique needs on college campuses" and that the staff helped fill those needs by helping them develop their problem solving skills. Dena McKelvey added that "the direct connections of the students to the funders is important," because "students don't want to let us down." She believes the hands-on, direct involvement "impacts students very positively just by having the last name of McKelvey," going on to say that the scholars she mentors know her, she visits them, has ongoing communication with them, and has met many of their parents. Andrew McKelvey mentioned that he tried "to set an example by talking to students" about his entrepreneurial experiences in challenging the status quo in order to impress upon them that "they really can make a difference."

Program Strengths

Though asked to name only one main strength, several interviewees offered multiple strengths. Four of the comments (29%) focused on Andy and Dena McKelvey as the greatest strength. One staff member noted, "[A] lot of foundations give scholarships, but [the] McKelveys give of themselves." Other noted strengths were a genuine interest in students, dedication of McKelvey staff, and helping rural youth (21% each). See Table 5 for a summary of these categorized comments, along with representative responses.

Table 5: Main Strengths by McKelvey Scholarship Program Staff

N	Percent*	Category Name	Representative Responses
4	29%	Andrew and Dena McKelvey	- [A] lot of foundations give scholarships, but [the] McKelveys give of themselves. - Direct involvement of philanthropists.
3	21%	Genuine interest in students	- ...is that it shows an interest in the students, not just financing their education. - ...besides grades, look at changing the life of the kid you're trying to educate, and that child's ability to change other people's lives.
3	21%	Rural youth	- ...providing scholarships and hope to a certain extent to rural states. - Provides the funding to make it possible for rural "kids" to go to college.
3	21%	Dedication of staff	- You have field administrators who have a responsibility to maintain contact over four years of college. - Everybody is dedicated to the program and its success, including Andy.
1	7%	Entrepreneurial spirit	- [I] think it is the entrepreneurial spirit.

*Percents do not always equal 100 due to rounding.

Program Weaknesses

Six of the program staff (60%, since one person provided two weaknesses) noted a lack of consistency in the program with comments such as " . . . there is a lack of consistency from one year to the next" and "some scholars express disappointment, make inquiries about what has changed from the previous year." Three (30%) viewed the student selection process as a weakness and one interviewee (10%) said the impact of the program is unknown. See Table 6 for a summary of these categorized comments, along with representative responses.

Table 6: Main Weaknesses by McKelvey Scholarship Program Staff

N	Percent	Category Name	Representative Responses
6	60%	Lack of consistency	-The fluidity of program or evolution of program can be a source of concern; they've never done a long-range strategy session, no blueprint for where we go. - Because it's a new foundation, no policies, a lot of changes and exceptions, makes our jobs hard because we have to implement all the changes, which is frustrating.
3	30%	Student selection process	- ...some of the kids that I think would qualify might not necessarily qualify or benefit most from an actual college education. - Better selection of students, which comes with time.
1	10%	Unknown impact	- There is no sure way to know if the college experience will really add to their [the student] entrepreneurial thinking.

Suggested Revisions

When asked to identify the one thing they would most like to change about the program, nearly all interviewees provided a discrete response. Two (22%) said the program has too many rules and requirements for students, with one adding that "there is good flexibility in the program and if a student has a problem the foundation is good to look at it and may waive a particular rule for that student." The remaining six respondents (11% each) provided idiosyncratic responses, i.e., included providing more scholarships, getting more input from scholars, having a better selection process for students, providing more opportunities for McKelvey staff to meet, having more realistic staff salaries, and having a clearer direction for the foundation. One could not identify any changes. See Table 7 for a summary of these categorized comments, along with representative responses.

Table 7: Suggested Improvements by McKelvey Scholarship Program Staff

N	Percent*	Category Name	Representative Responses
2	22%	Too many rules/requirements	- Think there are minor rules that get in the way of true success; there are a lot of rules that aren't necessarily pertinent. - I think we [the program] have too many requirements, e.g., live on campus, community service, GPS, etc.
1	11%	Provide more scholarships	- I would like to offer more scholarships to more "kids." I would like the program to go more places; both to more states than the present three and also to more counties in the three states....
1	11%	More input from scholars	- To utilize the information, having 200+ students; that's a lot of knowledge students now have about how the program has impacted their lives; that's important to field administrators.
1	11%	Selection of students	- Aside from more money, I think the program is being well handled and the only thing I would change is learning how to select better-qualified students.
1	11%	Staff opportunities	- Probably provide opportunities for staff to convene twice a year for non-topic related (like not just all interviews) discussions; doing some long-range planning with all staff.
1	11%	Staff salaries	- We're paying too much.... [We] didn't figure the number of hours it took to do the job, especially earlier in the program when they had fewer scholars.
1	11%	Foundation policy and direction	- ...the way we develop policy and determine direction.... We need some sort of governing body to provide us with direction and a 5-year plan.
1	11%	No changes	- Is fine now, worked out a lot of kinks, works smoothly, no problems now.

*Percents do not always equal 100 due to rounding.

Other Comments

Interviewees were given an opportunity at the end of the interview to add any other information about the McKelvey Scholarship Program; several provided multiple comments for a total of 13. Four comments (29%) reflected positive statements about the opportunity to work with this program such as the McKelvey Scholarship Program is "the fulfillment of a dream of over 40 years in education." Two comments (14%) focused on the desire for additional funding. According to Andrew McKelvey, "What I'm hoping ultimately is to develop a model that is so compelling that I can get the federal government interested in funding substantial amounts of money for all rural students in the United States."

The remaining seven comments were idiosyncratic in nature; examples included the benefit of having a talented McKelvey staff and continuous interaction with scholars. One staff member said, "Little things to change are small in comparison to the gratitude and good fortune to be connected to this." See Table 8 for a summary of these categorized comments, along with representative responses.

Table 8: Other Information by McKelvey Scholarship Program Staff

N	Percent*	Category Name	Representative Responses
4	31%	Opportunity	- Very worthwhile program, feel good about it at end of day, especially in meeting parents, very good and worthwhile cause, Andy and Dena are doing a great job. - The McKelvey Scholarship Program is "the fulfillment of a dream of over 40 years in education."
2	15%	Additional funding	- It should be much bigger than it is, and there's ways to make this happen without relying solely on McKelvey funding, so we can put more kids in school. - What I'm hoping ultimately is to develop a model that is so compelling that I can get the federal government interested in funding substantial amounts of money for all rural students in the United States.
1	8%	McKelvey Scholarship Program staff	- I think that we [the McKelvey Scholarship Program] have benefited by a great deal of talent we have found, both at the school level and the university level.
1	8%	Interaction with scholars	- ...never encountered another program that keeps in touch with kids to try to assure they are successful like this program does.
1	8%	Minor adjustments	- Little things to change are small in comparison to the gratitude and good fortune to be connected to this scholarship program.
1	8%	Accounting process	- Accounting practices are not consistent, hard to get things paid in a timely fashion, which is frustrating—kids get holds on their accounts.
1	8%	Strengths vs. weaknesses	- I think its strengths and weaknesses are related.
1	8%	Community focus	- I sincerely hope that the scholars come back to their rural areas after completing college and start businesses.
1	8%	Uniqueness of program	- The McKelvey Scholarship Program "is as novel a thing as anything out there."

*Percents do not always equal 100 due to rounding.

Scholar/Mentor Interviews

The nine current scholars who served as mentors at Camp McKelvey were individually interviewed in June 2003 at the two camp locations. On June 23, four mentors were interviewed at the Alderson-Broaddus College campus in West Virginia by an AEL evaluator and on June 27, five mentors were interviewed at the Bucknell University campus in Pennsylvania by another AEL evaluator. Brief summaries of the mentor responses follow.

Mentors were asked to describe their overall impressions of their experience at Camp McKelvey the first year they attended; many interviewees provided multiple comments for a total of 37. Twenty-seven percent of the comments noted that camp was good or beneficial for mentors, 19% noted the trips and activities, 16% noted it prepared them for college, and 14% focused on the camp being too structured. One mentor responded, "It was very organized and structured but it was too much like school." Other responses included the people (8%), no expectations (5%), and camp needs improvement (5%). See Table 9 for a summary of the categories and representative comments.

Table 9: Overall Impressions of Camp McKelvey by Mentors

N	Percent*	Category Name	Representative Responses
10	27%	Good/beneficial	- Program was pretty effective. - I thought it was beneficial.
7	19%	Trips/activities	- The first year we went to baseball games and went to dinner at Dave & Buster's. - The activities to help you get to know each other were good.
6	16%	College preparation	- The camp helped you prepare for college. - The second year was more college-preparatory.
5	14%	Too structured	- It was a little bit heavy on the workload. - It was very organized and structured but it was too much like school.
3	8%	People	- The people I have met are great! - I was surprised at how much all the scholars had in common.
2	5%	No expectations	- I didn't have any real expectations. - I wasn't really sure what to expect.
2	5%	Needs improved	- I thought the first [year] could be improved. - There should have been a better balance of talk and getting to know others.
2	5%	Other	- It wasn't what I expected because I thought it would be all classes and lectures. - The first year there were only 15 of us and I think it was more business oriented.

*Percents do not always equal 100 due to rounding.

Next, mentors were asked to describe any specific knowledge or skills they gained during their camp experience that they have since used; again interviewees provided multiple comments for a total of 30. Twenty-seven percent noted learning how to interact with others was a skill they had used. One mentor said, "Also, I have learned how to communicate with other people, learned how to do it properly, compose yourself in classrooms, and the [importance of] body language." Thirteen percent of the comments focused on etiquette. Other knowledge or skills noted were interviewing (10%), self-awareness (10%), college preparation (10%), and leadership skills (7%). See Table 10 for a summary of the categories and representative comments.

Table 10: Current Knowledge or Skills Gained from Camp McKelvey by Mentors

N	Percent	Category Name	Representative Responses
9	27%	Interaction with others	- Getting to know everyone and learning how to meet people. - I learned how to interact and talk with older people and with new people I meet.
7	23%	Other	- I was more aware of what it takes to become an entrepreneur. - Doing presentations in front of a large crowd.
4	13%	Etiquette	- They also taught us proper etiquette and you eat and meet with so many different people it is very important to know proper etiquette. - The etiquette part.
3	10%	Interviewing	- How to interview. - Interviewing.
3	10%	Self-awareness	- They helped us get to know who we are, what our strengths are, what we are capable of doing. - We took a personality test and that really helped me to understand that people have different personalities.
3	10%	College preparation	- The camp teaches you skills for life, like risk-taking and that helps you in college. - I've leaned about services on campus and have used that too.
2	7%	Leadership skills	- Also leadership skills used in mentoring now. - A lot of leadership [skills].

Mentors were then asked to describe any specific knowledge or skills gained during their camp experience that they haven't had an opportunity to use yet, but plan to use in the future; several mentors provided multiple comments for a total of 11. More than a third of the mentors (36%) indicated the knowledge they had gained about entrepreneurialism. "Things like the entrepreneurial speakers and how to treat them. I never thought about it before camp but we learned how to sit and listen to the speakers. We learned to be more respectful," commented one mentor. Eighteen percent said interviewing skills, 18% were not sure at this time, and 9% each

indicated etiquette, leadership skills, and decision-making skills. See Table 11 for a summary of the categories and representative comments.

Table 11: Potential Knowledge or Skills Gained from Camp McKelvey by Mentors

N	Percent*	Category Name	Representative Responses
4	36%	Entrepreneurial info	- Many of the talks with other businesses were helpful but I won't use it until I get out in business. - The entrepreneurial part. They tell us about going into business.
2	18%	Interviewing skills	- I haven't had a formal job interview, so I haven't used all of the things yet. - Haven't had an interview as yet but plan to.
2	18%	Not sure or don't know	- It's hard to tell. I usually use a skill and then think I learned that at camp. - I can't think of any.
1	9%	Etiquette	- We learned etiquette too.
1	9%	Leadership skills	- The stuff on teamwork, how to be a leader.
1	9%	Decisionmaking	- Decisionmaking. We had to do group projects and come to a concensus.

*Percents do not always equal 100 due to rounding.

When asked what's different (better or worse) comparing their camp experience to what the new scholars were experiencing, mentors provided a number of multiple comments for a total of 29. Almost a fourth (24%) focused on the new scholars having more free time. Another 24% noted the attitudes of the new scholars were different. Fourteen percent focused on the camp being less organized and another 14% on the new scholars having a better experience. Other differences noted were less money for camp (10%), fewer activities (7%), and larger group of scholars (7%). See Table 12 for a summary of the categories and representative comments.

Mentors were asked to indicate how valuable they think the camp experience was for the new scholars and why; mentors provided multiple comments for a total of 17. All of the mentors indicated that the camp was a valuable experience, if the scholars took advantage of the experience. In explaining why it was valuable, almost a third of the mentors (29%) said the scholars benefit by having the experienced mentors at their camp. Eighteen percent said the experience to meet other scholars and 12% said the interaction with others. See Table 13 for a summary of the categories and representative comments.

Table 12: Differences in Camp McKelvey by Mentors

N	Percent	Category Name	Representative Responses
7	24%	More free time	- They get a lot more free time. - They have a lot of free time. I thought this would be good but I'm not sure.
7	24%	Scholar's attitudes	- Students aren't as motivated, especially the kids from West Virginia. - It seems to be a rowdy group this year.
4	14%	Less organization	- The first camp was more structured. - A lot less organized now.
4	14%	Better experience	- Now scholars are having a better experience because we (mentors) have been through it. - This year is better for them.
3	10%	Less money	- Big difference now because budget is less. - There is less money to work with but its getting worse.
2	7%	Less activities	- We had more projects/activities. These scholars don't have all that. - Less activities now.
2	7%	Smaller group	- I think the smaller group was better. - Each [year] has gotten worse well not really worse but the first year there were only 16 so it was better.

Table 13: Reasons Why Camp McKelvey Is Valuable for New Scholars as Perceived by Mentors

N	Percent	Category Name	Representative Responses
7	41%	Other	- The activities are really helpful. - A lot of them don't want to be here.
5	29%	Experienced mentors	- I think it will be better because we are just a little bit ahead (older) than them and can give them a better idea of what to expect. - I am trying to encourage them and see where they are lacking.
3	18%	Meeting other scholars	- If they take the opportunity to meet new people. - Camp is really good for learning how to meet new people.
2	12%	Interaction with others	- I want them to know how important it is to get along with the group. - They need to act properly and respect authority figures.

Next mentors were asked how they were adding to the scholar's camp experience by working as a mentor; a total of 11 comments were provided. Almost two thirds (64%) focused on providing answers to questions about college. One mentor added, "I have been there so I am trying to help them based on my experiences." Eighteen percent noted that mentors were adding to the scholar's experience by being friendly or helping the scholars make new friends. Other comments included "They would not be having a good time if we weren't here," and "I love being a mentor." See Table 14 for a summary of the categories and representative comments.

Table 14: Perceptions of Value-Added Contributions to New Scholars

N	Percent	Category Name	Representative Responses
7	64%	Answering questions	- I am able to answer specific questions about being away from home, professors, etc. - I have been there so I am trying to help them based on my experiences.
2	18%	Friendship	- We help them talk with others and have activities for making friends. - As a friend, a contact person.
2	18%	Other	- They would not be having a good time if we weren't here. - I love being a mentor.

Mentors were then asked how they personally benefited from serving as a mentor; multiple comments were provided for a total of 19. Thirty-two percent noted the interaction with others. Twenty-one percent noted mentoring made them feel good or helpful, 16% focused on using leadership skills, and 11% noted it taught the mentors responsibility. See Table 15 for a summary of the categories and representative comments.

Table 15: Perceived Benefits from Serving as Mentors

N	Percent*	Category Name	Representative Responses
6	32%	Interaction with others	- It gives me a chance to interact with other people. - I've made new friends for life.
4	21%	Good/helpful	- It makes me feel good that I'm helping out. - To help others helps you. If you see them begin to work then it motivates you.
4	21%	Other	- Community skills too. - I'm learning patience!
3	16%	Leadership skills	- It's giving me more leadership skills. - I like the leadership role.
2	11%	Responsibility	- It's cool because it gave me more responsibility. - It teaches you responsibility.

*Percents do not always equal 100 due to rounding.

Mentors were asked to indicate the one most important thing they wanted to share with the new scholars. Responses varied greatly and included comments such as being thankful, the scholars have a lot to learn, being comfortable asking questions, it's a big world out there, try to understand what they have, get to know the other scholars, knowledge about college, and how helpful camp will be.

When mentors were asked to identify the greatest value of attending Camp McKelvey, responses varied greatly. Comments included helping others, experiencing new things, having a new outlook on life, seeing the effect of scholarship, living with others, meeting people, the training and information, and learning more about myself.

Finally, mentors were asked what one thing would they like to change about Camp McKelvey; a total of 15 comments were provided. About a fourth (27%) said there should be different or more activities, 20% said to have the camp at a different location, 13% each said have less free time or allow the mentors to run the camp. Other comments included survey campers about activity choices, need for more organization, make the camp longer, and have more interaction with scholars (7% each). See Table 16 for a summary of the categories and representative comments.

Table 16: Suggested Improvements to Camp McKelvey by Mentors

N	Percent	Category Name	Representative Responses
4	27%	Different activities	- I would like more activities about going to college. - More "getting to know" structured activities.
4	27%	Other	- Before camp, send campers a survey of what they would want to do, get their ideas before camp. - Make the camp longer.
3	20%	Different location	- If it were to be run at Bucknell the mentors could do it. - The location of the campus this year. It hasn't worked as well.
2	13%	Camp directed by mentors	- I'd like to see it run by the mentors – totally. - I feel the mentors could organize and run it.
2	13%	Less free time	- Less free time. - They also have too much free time – need a better balance.

At the close of each interview, mentors were asked to complete a nine-item rating form. Using a scale of 1 (Strongly Disagree) to 4 (Strongly Agree), mentors rated their level of agreement that their mentoring experience helped them learn and subsequently demonstrate to others a number of skills. All ratings were above 3.0 on the 4.0 scale, indicating overall agreement with each item. In terms of learning, mentors rated working as a team member the highest, with a mean of 3.89 (standard deviation of 0.33); they rated assisting others and benefits of community service as lowest, with a tied mean of 3.44 (standard deviation of 0.73 each). In terms of demonstrating to others, mentors rated leadership skills as highest, with a mean of 3.89 (standard deviation of 0.33); they again rated benefits of community service the lowest, with a mean of 3.33 (standard deviation of 0.71). See Table 17 for the frequency percentages and descriptive statistics for each item.

Table 17: Descriptive Statistics for Camp McKelvey Mentor Survey

Item		Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Std. Dev.
Communicate with others on an individual basis	*Learn how to*	0%	0%	22%	78%	3.78	0.44
	Demonstrate how to	0%	11%	22%	68%	3.56	0.73
Communicate with others in a group setting	*Learn how to*	0%	0%	22%	78%	3.78	0.44
	Demonstrate how to	0%	0%	44%	56%	3.56	0.53
Work as a team member	*Learn how to*	0%	0%	11%	89%	3.89	0.33
	Demonstrate how to	0%	0%	56%	44%	3.44	0.53
Leadership skills	*Learn*	0%	0%	44%	56%	3.56	0.53
	Demonstrate	0%	0%	11%	89%	3.89	0.33
Assist others	*Learn how to*	0%	11%	33%	56%	3.44	0.73
	Demonstrate how to	0%	11%	22%	67%	3.56	0.73
Act responsibly	*Learn how to*	0%	0%	33%	67%	3.67	0.50
	Demonstrate how to	0%	0%	33%	67%	3.67	0.50
Entrepreneurial concepts	*Learn*	0%	0%	44%	56%	3.56	0.53
	Demonstrate	0%	11%	44%	44%	3.33	0.71
Entrepreneurial skills	*Learn*	0%	0%	22%	78%	3.78	0.44
	Demonstrate	0%	11%	33%	56%	3.44	0.73
Benefits of community service	*Learn the*	0%	11%	33%	56%	3.44	0.73
	Demonstrate the	0%	11%	33%	56%	3.44	0.73

Records Research

This activity involved collecting data from participating high schools and colleges/ universities. Staff from the 24 high schools were asked to submit the number of graduating seniors and the expected number of those seniors going on to attend a four-year college full time for the 1999-00, 2000-01, and 2001-02 school years. Staff from the 26 colleges and universities were asked to submit the number of full-time students enrolled from the participating high schools for the 1999-00, 2000-01, 2001-02, and 2002-03 school years.

Table 18 describes the original group of Pennsylvania high schools and colleges/ universities and those institutions that were added the following year from Pennsylvania, New York, and West Virginia. High schools and colleges/universities were split into two groups (A and B) to designate when their involvement with the McKelvey Scholarship Program began.

Table 18: Matrix of Involvement of High Schools and Colleges/Universities with the McKelvey Scholarship Program

Group	High Schools	Colleges/Universities
Group A (the original group of Pennsylvania schools; participated two years in the McKelvey Scholarship Program)	Year 1 = 2000-2001 Year 2 = 2001-2002	Year 1 = 2001-2002 Year 2 = 2002-2003
Group B (the second group of Pennsylvania, New York, and West Virginia schools; participated one year in the McKelvey Scholarship Program)	Year 1 = 2001-2002	Year 1 = 2002-2003

Note: For each group, Year 1 for the colleges/universities is one year later than for the high schools. This is due to the fact that McKelvey scholars are selected in the fall of their senior year of high school, which is one year before the McKelvey scholars actually begin attending college.

High Schools

Of the 24 high schools participating in the McKelvey Scholarship Program during its first two years of operation (school years 2000-01 and 2001-02), 20 responded to the e-mail request for data on the number of graduating seniors and the expected number of seniors going on to attend a four-year college on a full-time basis. Nonresponding high schools included Shenandoah Valley in Pennsylvania and Calhoun County, Clay County, and Webster County in West Virginia.

Group A. Table 19 provides the number of graduates, number of estimated graduates going on to college, and the college-going percent for one baseline year (1999-00) and two years of involvement in the McKelvey Scholarship Program (2000-01 and 2001-02) for the 10 responding Group A high schools (the original schools participating in the first year of the program). In the baseline year, college-going rates ranged from 8% to 52%. During 2000-01, the first year in the McKelvey Scholarship Program, rates ranged from 7% to 50%. During 2001-02, the second year in the McKelvey Scholarship Program, rates ranged from 33% to 62%.

Figure 3 displays the college-going rates for the Group A high schools from the same three-year period in a bar graph. This figure shows that four schools have a pattern of decline during the first program year followed by an increase during the second program year above even the baseline year. Three schools show a pattern of an increase from the first to second program year, yet still below the baseline rate. Two schools show a pattern of increase consistently from baseline through the second year of involvement in the McKelvey Scholarship Program. And, the college-going rate for one high school remained consistent across years. Figure 4 displays these differences in college-going rates for Group A high schools.

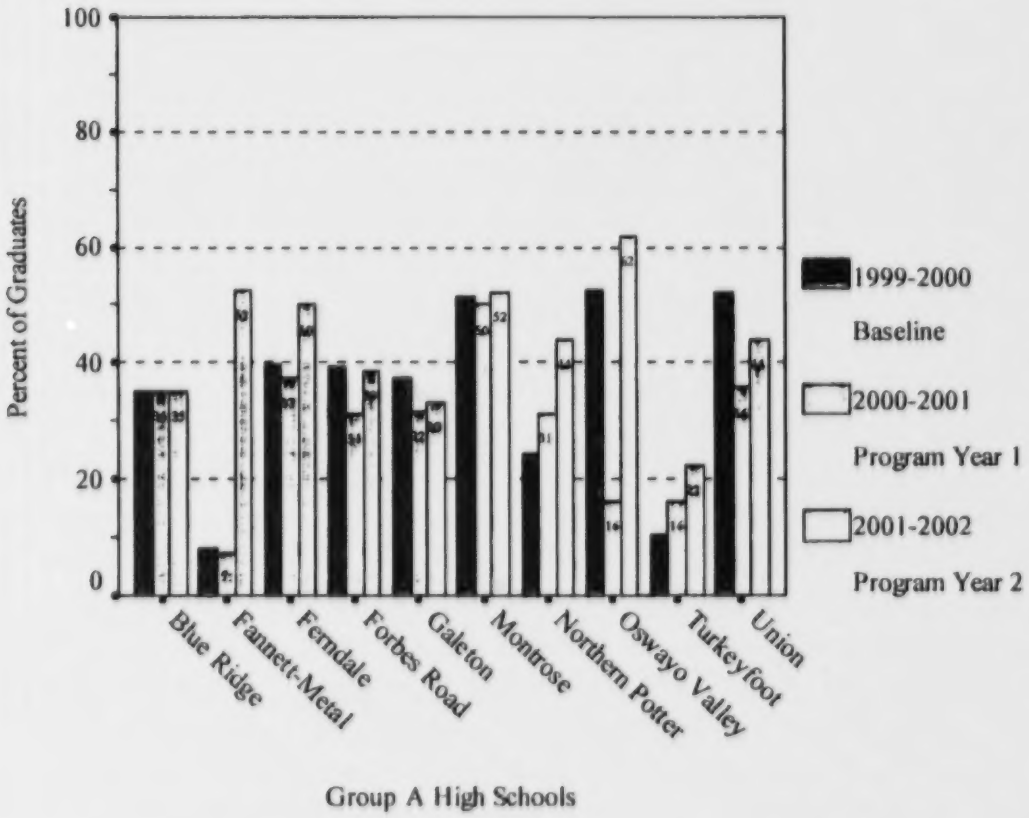
Group B. Table 20 provides the number of graduates, number of estimated graduates going on to college, and the college-going percent for two baseline years (1999-00 and 2000-01) and one year of involvement in the McKelvey Scholarship Program (2001-02) for the 10 responding Group B high schools (the set of schools becoming involved during the second year of the program). In 1999-00, the first baseline year, college-going rates ranged from 6% to 44%. During 2000-01, the second baseline year, rates ranged from 26% to 46%. During 2001-02, the first year in the McKelvey Scholarship Program, rates ranged from 23% to 56%.

Figure 5 displays the college-going rates for the Group B high schools from the same three-year period in a bar graph. This figure shows that three schools show a pattern of increase consistently from the first baseline year through the program year. Three schools have a pattern of decline from the first to second baseline years, followed by an increase during the program year above both baseline years. Three schools show a pattern of an increase from the first to second baseline year rates, then a decline during the program year (one program rate is lower than the first baseline year, the other two program rates are higher than the first baseline year). And, one school shows a consistent decline in college-going rates across years. Figure 6 displays these differences in college-going rates for Group B high schools.

Table 19: Graduation and Four-Year College-Going Rates for Group A High Schools

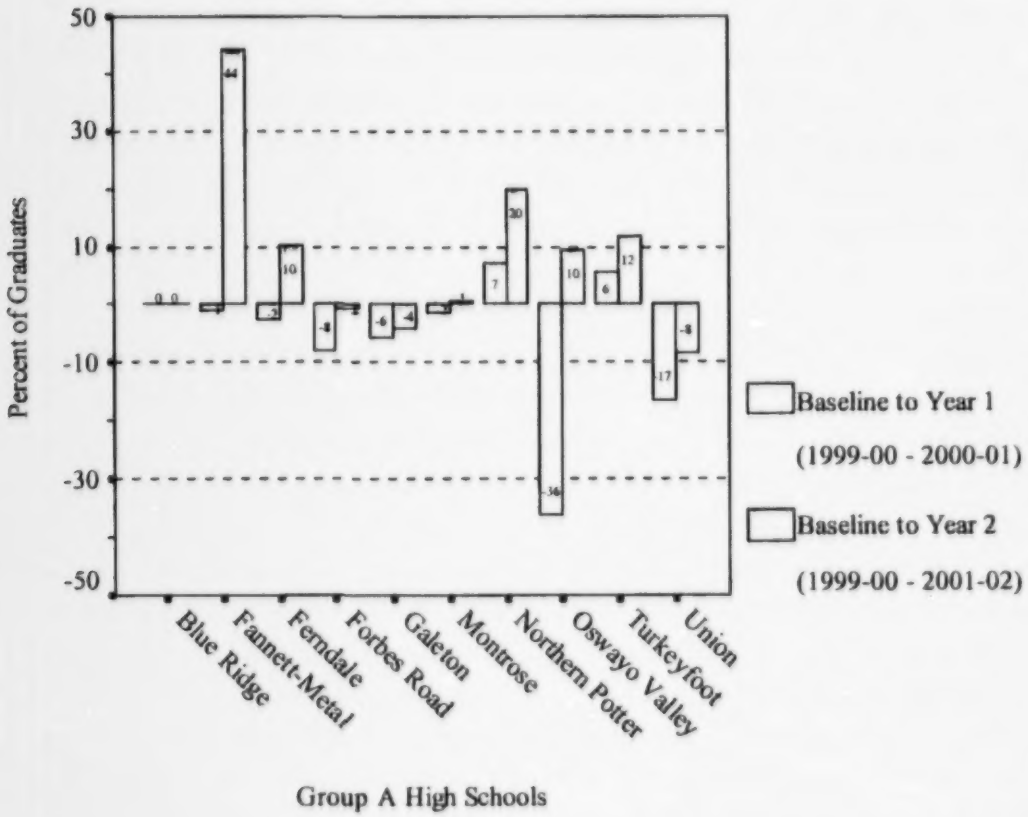
High School	Baseline Year			Program Years 1 and 2					
	1999-2000			2000-2001			2001-2002		
	# Grad.	# College	Percent	# Grad.	# College	Percent	# Grad.	# College	Percent
Pennsylvania									
Blue Ridge	97	34	35%	105	37	35%	105	37	35%
Fannett-Metal	37	3	8%	42	3	7%	21	11	52%
Ferndale	58	23	40%	59	22	37%	48	24	50%
Forbes Road	28	11	39%	35	11	31%	44	17	39%
Galeton	48	18	38%	44	14	32%	42	14	33%
Montrose	167	86	51%	126	63	50%	121	63	52%
Northern Potter	70	17	24%	48	15	31%	43	19	44%
Oswayo Valley	42	22	52%	31	5	16%	42	26	62%
Turkeyfoot	38	4	11%	31	5	16%	36	8	33%
Union	65	34	52%	70	25	36%	59	26	44%

Figure 3: Four-Year College-Going Rates for Group A High Schools



Read as: For Ferndale High School, the year of baseline data (1999-2000, the red bar) resulted in 40% of the graduating seniors reporting they planned on attending a four-year college. The first year of program data for this group of high schools (2000-2001, the light blue bar) resulted in 37% of the graduating seniors reporting they planned on attending a four-year college, a 3% decline from the previous baseline year. Finally, the second year of program data (2001-2002, the dark blue bar) resulted in 50% of the graduating seniors reporting they planned on attending a four-year college, an increase of 13% from the first year of the program and 10% more than the baseline year.

Figure 4: Differences in Four-Year College-Going Rates from Baseline to Years 1 and 2 for Group A High Schools

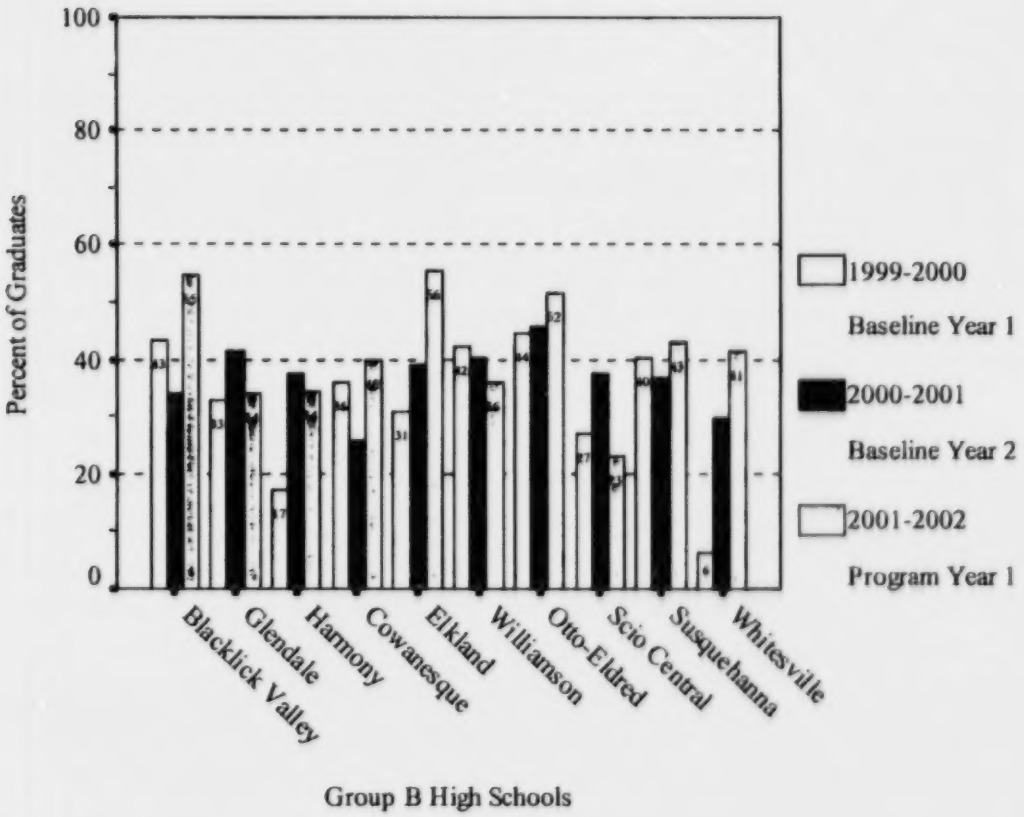


Read as: For Fannett-Metal High School, the difference in college-going rates from the baseline year to the first year of program data (1999-00 to 2000-01, the purple bar) resulted in a decrease of 1%. The difference in college-going rates from the baseline year to the second year of program data (1999-00 to 2001-02, the blue bar) resulted in an increase of 44%.

Table 20: Graduation and Four-Year College Going Rates for Group B High Schools

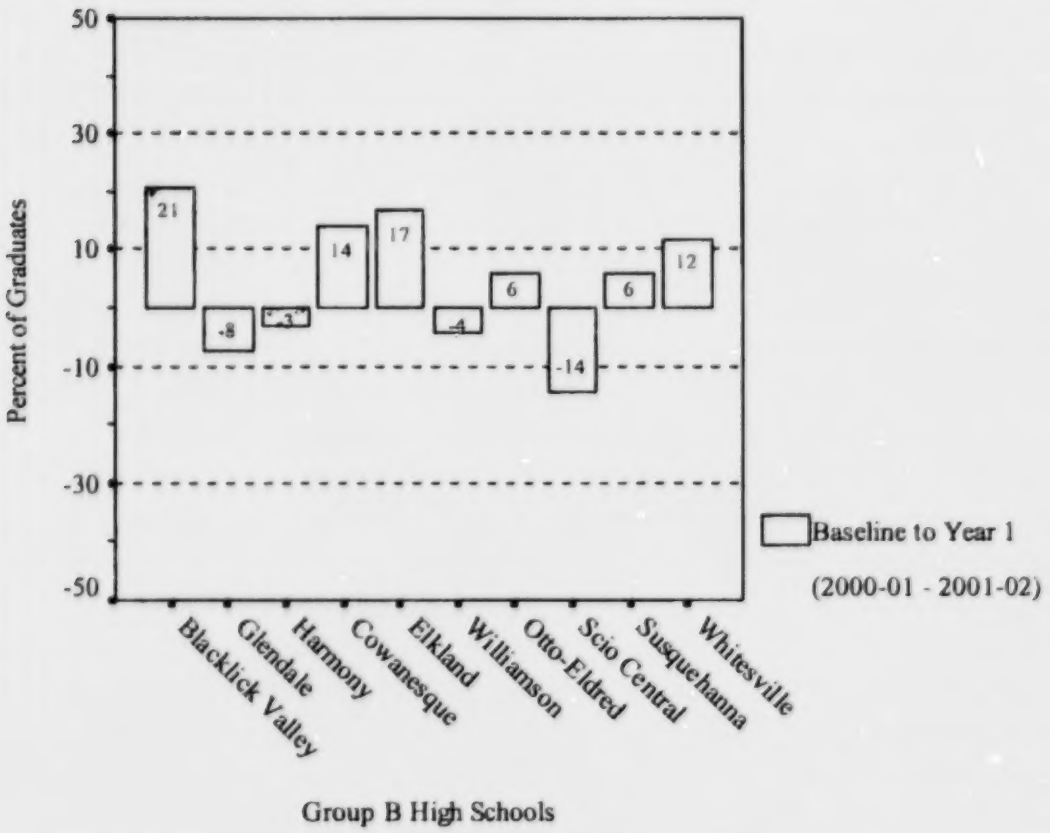
High School	Baseline Years						Program Year 1		
	1999-2000			2000-2001			2001-2002		
	# Grad.	# College	Percent	# Grad.	# College	Percent	# Grad.	# College	Percent
Pennsylvania									
Blacklick Valley	67	29	43%	68	23	34%	55	30	55%
Glendale	73	24	33%	70	29	41%	59	20	34%
Harmony	35	6	17%	40	15	38%	32	11	34%
NT - Cowanesque	78	28	36%	77	20	26%	55	22	40%
NT - Elkland	29	9	31%	36	14	39%	36	20	56%
NT - Williamson	69	29	42%	82	33	40%	67	24	36%
Otto-Eldred	54	24	44%	46	21	46%	63	32	52%
Susquehanna	72	29	40%	84	31	37%	91	39	43%
New York									
Scio Central	37	10	27%	40	15	38%	39	9	23%
Whitesville	16	1	6%	27	8	30%	29	12	41%

Figure 5: Four-Year College-Going Rates for Group B High Schools



Read as: For Glendale High School, the first year of baseline data (1999-2000, the light red bar) resulted in 33% of the graduating seniors reporting they planned on attending a four-year college. The second year of baseline data (2000-2001, the dark red bar) resulted in 41% of the graduating seniors reporting they planned on attending a four-year college. The first year of program data for this group of high schools (2001-2002, the blue bar) resulted in 34% of the graduating seniors reporting they planned on attending a four-year college, an increase of 1% from the first baseline year but a decline of 7% from the second baseline year.

Figure 6: Differences in Four-Year College-Going Rates from Baseline to Year 1 for Group B High Schools



Read as: For Harmony High School, the difference in college-going rates from the baseline year to the first year of program data (2000-01 to 2001-02) resulted in a decrease of 3%.

Colleges

Of the 26 colleges and universities participating in the McKelvey Scholarship Program during its first two years of operation (scholars attending college in 2001-02 and 2002-03), 20 responded to the request for data on the number of full-time students enrolled from each of the participating high schools. Nonresponding institutions included Seton Hill University in Pennsylvania, Geneseo State of SUNY in New York, and Alderson-Broaddus College, Shepherd College, West Liberty State College, and West Virginia Wesleyan College in West Virginia.

Group A. Table 21 provides the number of full-time students enrolled from participating high schools for each of the Group A colleges and universities. This table includes data from two baseline years (1999-00 and 2000-01) and two years of McKelvey scholars actually attending college (2001-02 and 2002-03).

Figure 7 displays the number of students enrolled full-time in each college or university from the participating high schools for the same four years in a bar graph. This figure shows that five colleges or universities have a pattern of both program years (2001-02 and 2002-03) indicating an increase over the baseline years. Four institutions show a pattern of decreased enrollment from baseline to the first year, yet the second year of McKelvey scholars increased above the baseline years. Two institutions show a pattern of enrollment being lower for both program years than for the first baseline year. Figure 8 displays these differences in student enrollment for Group A colleges and universities.

Group B. Table 22 provides the number of full-time students enrolled from participating high schools for each of the Group B colleges and universities. This table includes data from three baseline years (1999-00, 2000-01, and 2001-02) and one year of McKelvey scholars actually attending college (2002-03).

Figure 9 displays the number of students enrolled full-time in each college or university from the participating high schools for the same four years in a bar graph. This figure shows that five colleges or universities have a pattern of a higher number of students enrolled full time for the program year (2002-03) than for any of the three baseline years. Three institutions show a pattern of a lower number of students during the program year than at least one baseline year. And, one institution shows no change from the third baseline year (2001-02) to the program year. Figure 10 displays these differences in student enrollment for Group B colleges and universities.

Table 21: Full-Time Student Enrollment Data by Participating High School and Year for Group A Colleges and Universities

College or University	High School	Baseline Years		Program Years 1 and 2	
		1999-2000	2000-2001	2001-2002	2002-2003
Pennsylvania					
Arcadia University	Williamson	0	0	0	1
Bucknell University	Blue Ridge	0	1	1	1
	Ferndale	0	0	1	2
	Forbes Road	1	1	1	1
	Glendale	1	1	1	1
	Harmony	0	0	0	2
	Montrose	1	2	2	2
	Cowanesque	0	0	0	1
	Oswayo Valley	0	0	0	1
	Otto-Eldred	0	0	0	2
	Shenandoah Valley	1	1	1	0
	Susquehanna	0	0	0	1
	Union	0	0	1	2
Dickinson College	Blue Ridge	3	3	3	4
	Fannett-Metal	1	1	1	2
	Harmony	1	1	1	1
	Montrose	1	1	1	0
	Shenandoah Valley	0	1	1	1
Juniata College	Blacklick Valley	2	1	1	2
	Blue Ridge	1	0	0	0
	Fannett-Metal	1	0	0	2
	Ferndale	5	3	3	2
	Forbes Road	0	2	2	2
	Glendale	2	1	0	0
	Harmony	2	1	0	0
	Montrose	0	1	2	3
	Northern Potter	1	0	0	0
	Williamson	1	0	0	2
	Cowanesque	3	2	0	0
	Otto-Eldred	1	0	0	0
	Shenandoah Valley	1	1	0	0
	Susquehanna	1	2	2	3
	Turkeyfoot Valley	0	0	0	1
Lehigh University	Ferndale	0	1	1	1
	Montrose	0	0	1	2
	Northern Potter	0	0	0	1

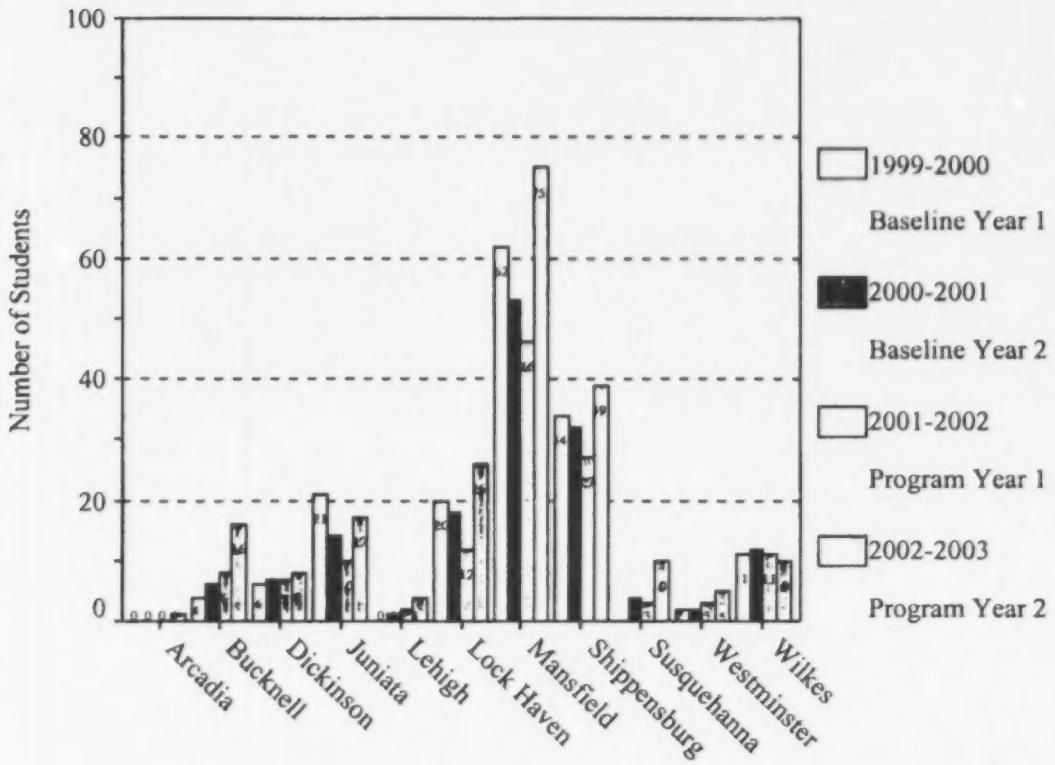
Table 21 (continued)

College or University	High School	Baseline Years		Program Years 1 and 2	
		1999-2000	2000-2001	2001-2002	2002-2003
Pennsylvania					
Lock Haven University	Blacklick Valley	1	0	0	0
	Blue Ridge	2	2	1	4
	Fannett-Metal	1	1	0	1
	Ferndale	1	1	0	0
	Galeton	0	0	1	4
	Glendale	3	2	2	6
	Harmony	0	0	2	4
	Montrose	0	3	0	0
	Northern Potter	0	0	0	1
	Elkland	4	1	0	2
	Willaimson	2	3	1	0
	Cowanesque	0	0	2	0
	Oswayo Valley	1	2	0	2
	Otto-Eldred	3	1	0	0
	Susquehanna	2	2	0	0
	Turkeyfoot Valley	0	0	2	1
	Union	0	0	1	1
Mansfield University	Blue Ridge	2	4	1	3
	Galeton	2	11	5	7
	Glendale	0	0	0	1
	Montrose	3	4	2	6
	Northern Potter	10	8	7	8
	Elkland	8	2	3	11
	Williamson	24	13	18	17
	Cowanesque	6	6	7	10
	Oswayo Valley	1	2	0	0
	Otto-Eldred	0	2	0	0
	Susquehanna	6	1	3	11
	Union	0	0	0	1
Shippensburg University	Blue Ridge	2	2	3	4
	Fannett-Metal	17	14	14	19
	Ferndale	2	2	1	1
	Forbes Road	8	9	7	12
	Glendale	1	1	0	0
	Montrose	1	1	0	0
	Williamson	1	1	1	1
	Shenandoah Valley	1	1	0	0
	Turkeyfoot Valley	1	1	1	2

Table 21 (continued)

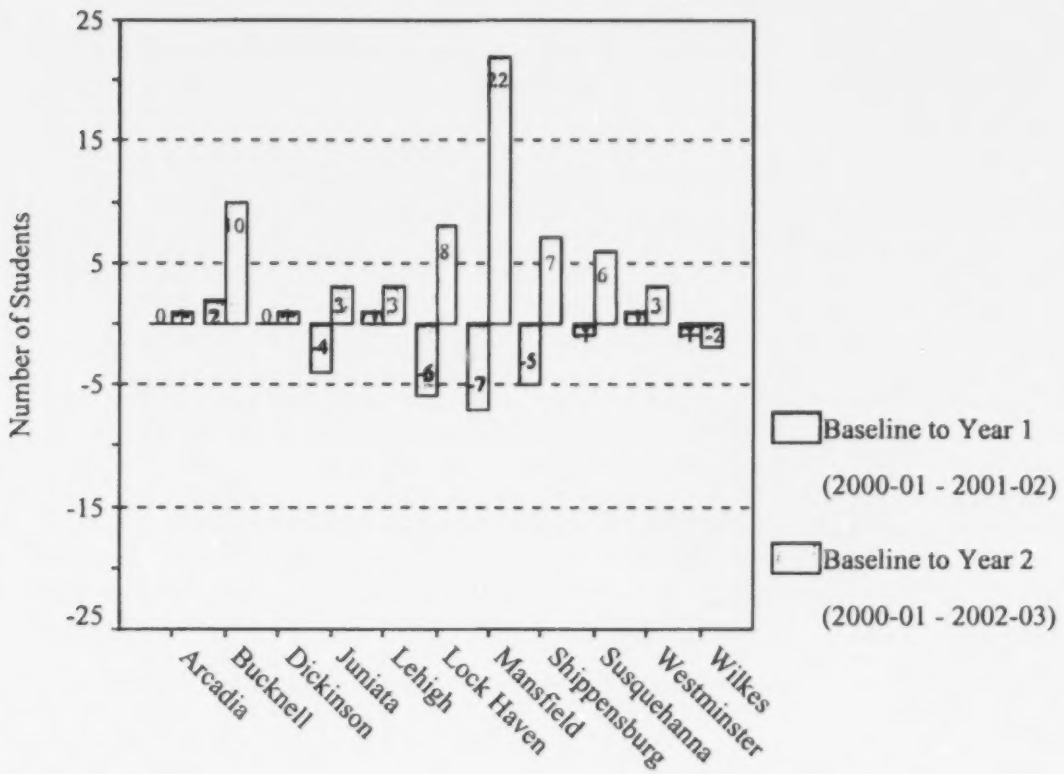
College or University	High School	Baseline Years		Program Years 1 and 2	
		1999-2000	2000-2001	2001-2002	2002-2003
Pennsylvania					
Susquehanna University	Blue Ridge	na	0	1	0
	Forbes Road	na	0	0	1
	Galeton	na	0	1	0
	Glendale	na	0	0	1
	Northern Potter	na	2	1	1
	Elkland	na	0	0	1
	Williamson	na	1	0	0
	Shenandoah Valley	na	1	0	3
	Susquehanna	na	0	0	1
	Union	na	0	0	2
Westminster College	Blacklick Valley	0	0	0	1
	Forbes Road	0	0	1	0
	Harmony	1	1	1	1
	Oswayo Valley	0	0	0	1
	Susquehanna	0	0	0	1
	Union	1	1	1	1
Wilkes University	Blue Ridge	1	2	2	3
	Montrose	5	5	2	3
	Shenandoah Valley	3	3	3	1
	Susquehanna	2	2	4	3

Figure 7: Student Enrollment from Participating
High Schools in Group A Colleges and Universities



Read as: For Juniata College, the first year of baseline data (1999-2000, the light red bar) resulted in 21 students enrolling full-time from the high schools participating in the McKelvey Scholarship Program. The second year of baseline data (2000-2001, the dark red bar) resulted in 14 students enrolling full-time from the high schools participating in the McKelvey Scholarship Program. The first year of program data for this group of colleges/universities (2001-2002, the light blue bar) resulted in 10 students enrolling full time from the high schools participating in the McKelvey Scholarship Program, a decline from the previous baseline year of 4 students. Finally, the second year of program data (2002-2003, the dark blue bar) resulted in 17 students enrolling full-time from the high schools participating in the McKelvey Scholarship Program, an increase of 7 from the first year of the program, yet still 4 students fewer than the first baseline year.

Figure 8: Differences in Student Enrollment from Participating High Schools from Baseline to Years 1 and 2 in Group A Colleges and Universities



Group A Colleges and Universities

Read as: For Bucknell University, the difference in student enrollment from the most recent baseline year to the first year of program data (2000-01 to 2001-02, the purple bar) resulted in an increase of 2 students from the high schools participating in the McKelvey Scholarship Program. The difference in student enrollment from the most recent baseline year to the second year of program data (2000-01 to 2002-03, the blue bar) resulted in an increase of 10 students from the high schools participating in the McKelvey Scholarship Program.

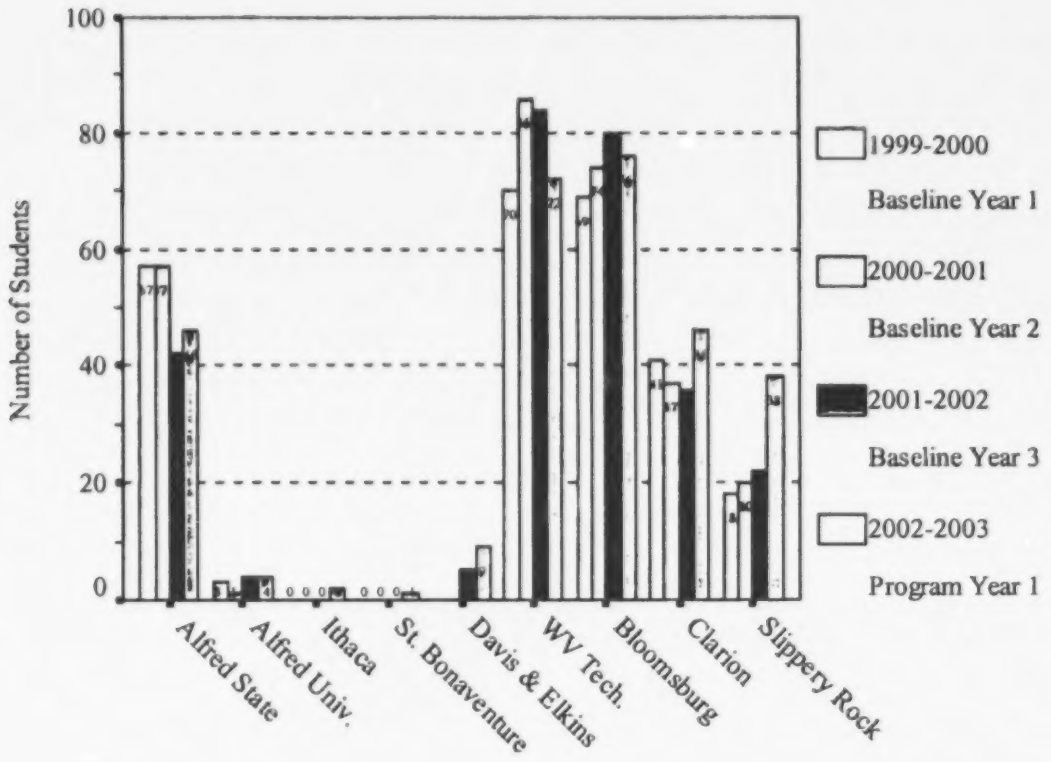
Table 22: Full-Time Student Enrollment Data by Participating High School and Year for Group B Colleges and Universities

College or University	High School	Baseline Years			Program Year 1
		1999-2000	2000-2001	2001-2002	2002-2003
New York					
Alfred State	Scio Central	42	41	22	26
	Whitesville	15	16	20	20
Alfred University	Scio Central	2	1	3	3
	Whitesville	1	0	1	1
Ithaca College	Scio Central	0	0	0	2
St. Bonaventure University	Scio Central	0	0	0	1
West Virginia					
Davis and Elkins College	Clay County	na	na	1	2
	Calhoun County	na	na	2	4
	Webster County	na	na	2	3
WV Institute of Technology	Clay County	54	65	65	56
	Calhoun County	1	1	3	3
	Webster County	15	20	16	13
Pennsylvania					
Bloomsburg University	Blacklick Valley	0	1	1	1
	Blue Ridge	4	4	6	7
	Ferndale	0	0	1	1
	Galeton	2	1	1	0
	Glendale	0	0	0	2
	Harmony	0	0	1	1
	Montrose	24	21	18	15
	Elkland	0	0	1	1
	Williamson	3	3	1	1
	Cowanesque	1	2	2	1
	Shenandoah	27	30	32	28
	Susquehanna	8	12	16	18
Clarion University	Blacklick Valley	2	2	1	1
	Blue Ridge	1	0	1	0
	Ferndale	4	3	3	4
	Glendale	5	4	6	4
	Harmony	0	0	1	4
	Cowanesque	2	1	1	1
	Oswayo Valley	1	1	1	0
	Otto-Eldred	13	13	11	16
	Union	13	13	11	16

Table 22 (continued)

College or University	High School	Baseline Years			Program Year 1
		1999-2000	2000-2001	2001-2002	2002-2003
Pennsylvania					
Slippery Rock University	Blacklick Valley	1	3	2	4
	Ferndale	1	0	1	2
	Forbes Road	3	3	1	4
	Galeton	0	0	0	1
	Glendale	1	1	0	0
	Harmony	1	1	2	1
	Montrose	1	1	2	2
	Northern Potter	0	0	1	4
	Williamson	0	1	1	3
	Cowanesque	0	2	2	4
	Oswayo Valley	3	2	1	1
	Otto-Eldred	2	2	4	4
	Turkeyfoot	0	0	0	2
	Union	5	4	5	6

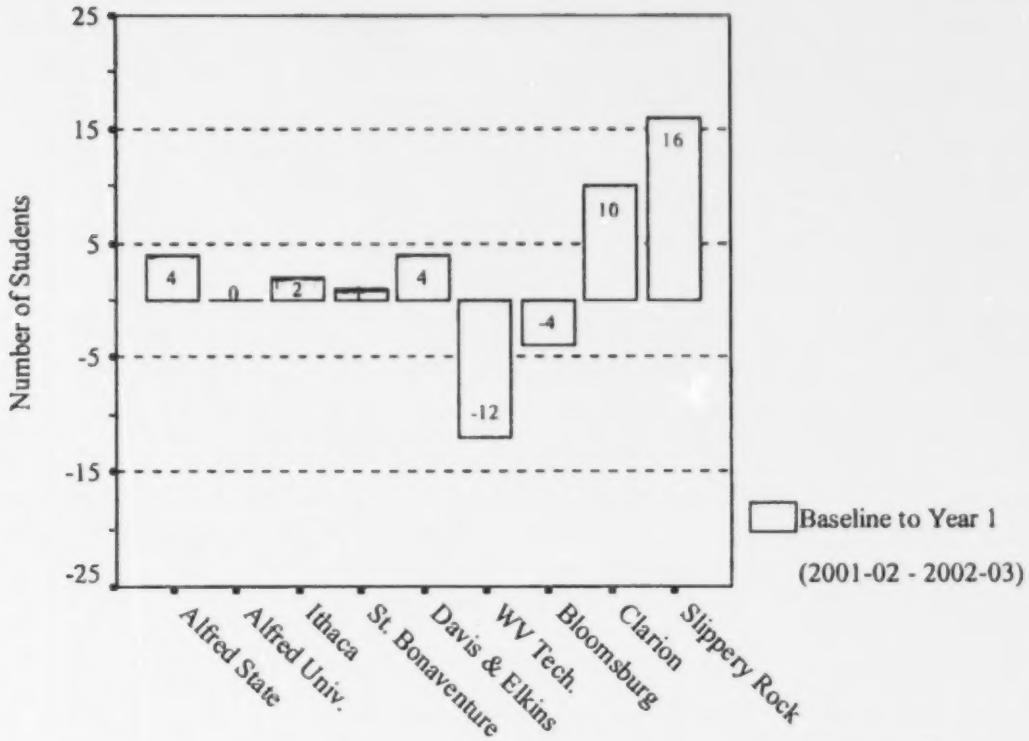
Figure 9: Student Enrollment from Participating
High Schools in Group B Colleges and Universities



Group B Colleges and Universities

Read as: For Clarion University, the first year of baseline data (1999-2000, the light red bar) resulted in 41 students enrolling full-time from the high schools participating in the McKelvey Scholarship Program. The second year of baseline data (2000-2001, the light orange bar) resulted in 37 students enrolling full-time from the high schools participating in the McKelvey Scholarship Program. The third year of baseline data (2001-2002, the dark red bar) resulted in 36 students enrolling full time from the high schools participating in the McKelvey Scholarship Program. Finally, the first year of program data for this group of colleges/universities (2002-2003, the blue bar) resulted in 46 students enrolling full-time from the high schools participating in the McKelvey Scholarship Program, an increase of 5 from the first year of baseline data and even higher increases from the second and third years of baseline data (9 and 10, respectively).

Figure 10: Differences in Student Enrollment from Participating High Schools from Baseline to Year 1 in Group B Colleges and Universities



Read as: For Alfred State of SUNY, the difference in student enrollment from the most recent baseline year to the first year of program data (2001-02 to 2002-03) resulted in an increase of 4 students from the high schools participating in the McKelvey Scholarship Program.

Narrative Comments from College Staff

Eleven of the 20 responding colleges and universities provided narrative comments along with their student enrollment data. These comments are overwhelmingly positive in nature, expressing appreciation for the opportunity to become involved with the McKelvey Scholarship Program. Many also noted the increase in students from the participating high schools, and reported that the McKelvey scholars were doing well at their respective postsecondary institutions. Table 23 provides a complete listing of these comments by institution.

Table 23: Narrative Comments by College and University Staff

Comments
Alfred State College (SUNY)
• We are pleased to be able to participate in the McKelvey Foundation Program. We have only enrolled one student to date. Our enrollment from her school, Whitesville, has increased.
Arcadia University
• Arcadia has had only one student in the program to date. She has been able to assimilate well into the campus environment and after her first semester (fall 2002) had obtained a 3.0 GPA.
Bucknell University
• In this relative neophyte stage of Bucknell's participation in the McKelvey Scholars Program, it is difficult to provide a great deal of qualitative insight into the program's impact on our campus community. As you see on the enrollment sheet, this program already has had a positive effect on encouraging students from these high schools to attend Bucknell. Given our ongoing commitment to provide higher education to the best and brightest within rural Pennsylvania and its neighboring states, the McKelvey Scholars Program is an ideal compliment to the work we had already started. • Having met with the McKelvey scholars this past spring (the Hillmans were present), it is clear from what was shared by the scholars that the program has a very positive impact on their perspectives toward higher education and life in general. • We are very pleased to be part of the "constellation" of McKelvey institutions and look forward to enhancing our participation in the program through our work with the summer experience. We strongly believe that the presence of these students will support our efforts in the rural communities of the state and nearby states.
Clarion University
• Since we've only just completed our first year as a McKelvey school, we don't have an appreciation of how active these scholars are on our campus. I can say, however, that they appear to be an energetic and task-oriented group that has contributed to Clarion. We are very pleased with the program and look forward to welcoming additional McKelvey scholars for fall 2003.
Davis and Elkins College
• The two McKelvey students we have currently at the college are very successful thus far. One is a computer science major with an overall GPA of 3.52 and was on the Dean's List this past fall. One has maintained a 4.0 GPA during both semesters, has been on the Dean's List during the fall and spring terms, is active in the honors program and the honors association, and is currently pursuing a degree in English. • Both students are very big assets to our campus. With the assistance from McKelvey, they are benefiting from a D&E education and we are benefitting from their success as students. • Unfortunately this year, I do not believe we will be enrolling any new McKelvey scholarship recipients. It is early though. I know we have a few students who are still considering D&E who are McKelvey eligible.

Table 23 (continued)

Comments
Dickinson College
• One of our scholars was named to an academic honor society; another is involved in Habitat for Humanity.
Ithaca College
• The academic year 2002-03 is the first year of our participation in the McKelvey Foundation Program, so at this point my observations are necessarily limited. We did have two students enroll this past year from Scio High School. Both are fine young women of strong character and seriousness of purpose, and we are very pleased to have them with us. • Through my contact with the students, I know that both of them are very happy here, but that they found the transition to college to be a challenging one. They have experienced good support, but have found many academic demands. Each of them, therefore, made a conscious decision to focus on studies rather than pursuing extracurricular activities. Their efforts have been successful and both have completed their first year in good academic standing. I have no doubt they will become more involved in campus life next year and the following years. Given the many choices each one has had, it is a tribute to them that they decided to put all of their energies into their studies initially. • Based on our experiences this year, I certainly look forward to welcoming more of those students identified by and supported by the McKelvey Foundation. • I would also like to mention that I very much appreciated the good information provided by the Hillmans at the beginning of the process and since then as well. Arnold and Carol have been very open and responsive, and I have enjoyed working with them.
Slippery Rock University
• During this academic year (2002-03), 11 McKelvey scholars participated in a variety of activities, including honors program, Tri-Beta volleyball team, field hockey team, scorekeeper for field hockey, notetaker for another student, Fellowship of Christian Athletes, sport management alliance, worked for track team, rugby team, sorority membership. In addition, some students excelled academically and were named to the Dean's List.
St. Bonaventure University
• Thanks for creating this opportunity!
Susquehanna University
• I would suggest that the best way to learn scholars' activities and honors is to have them report directly to you. • I think the required work component of the program is valuable and critical for the scholar's ownership in their educations. • I would appreciate the Foundation's making clear to students that they need to respond to and meet the school's deadlines for all things: registration, housing lotteries, and financial aid applications. • It would also be helpful to us to receive written agreements between the Foundation and each student so that we can understand your requirements and help students meet them. • If your contracts with students do not spell out the financial consequence of their loss of funding through their own negligence (i.e., missing the May 1 PHEAA grant application deadline and losing a state grant award as a result), I think that should be added.
West Virginia University Institute of Technology
• The McKelvey Foundation Program has been a real asset to the students in our service area. Without your help, many of these students would not have the opportunity to pursue higher education. We are so very pleased and proud to be a part of such a worthwhile endeavor.

Surveys

Surveys were administered by mail to five stakeholder groups. Students who had made it to the applicant or finalist stage in the McKelvey Scholarship Program selection process were surveyed to determine whether they had gone on to college and, if so, how they were financing their college education. Parents of current McKelvey scholars and staff of participating high schools were surveyed to gain their impressions of the McKelvey Scholarship Program and its impact on the scholars. Students who had received McKelvey scholarships but had subsequently stopped using this benefit were surveyed to determine whether they were continuing their college education and their impressions of the McKelvey Scholarship Program. Finally, current scholars were surveyed to determine their progress to date and their impressions of and satisfaction with the McKelvey Scholarship Program. Findings are summarized by each of the five stakeholder groups.

Applicants/Finalists

During the first year that McKelvey scholars attended college (2001-02), there were 14 finalists who did not receive scholarships (all students made it to the finalist stage). During the second year, there were 74 applicants who did not receive scholarships (none at the finalist stage). A survey was mailed to each of the 14 finalists and 74 applicants in May 2003. Eight of the 14 finalists returned their surveys, for a response rate of 57%; 40 of the 74 applicants returned their completed surveys, for a response rate of 54%. Questions were identical on each survey.

The first question asked respondents if they had decided to attend college anyway, even without receiving a McKelvey scholarship. All of the finalists and 90% of the applicants responded that they had decided to attend college on a full-time basis. Five percent of the applicants each reported they would attend college on a part-time basis or not at all; their subsequent responses have been excluded from the following analysis.

All of the applicants and finalists (except one finalist who did not respond to this item) reported that they were already enrolled and attending college. Nearly three fourths of the applicants indicated they were living on campus, compared to 25% of the eight finalists. Conversely, 38% of the finalists and only 11% of the applicants reported living near a college campus. Twenty-five percent of the finalists and 17% of the applicants reported they were commuting from home; 12% of the finalists reported some other housing arrangement.

Applicants and finalists were then asked to select from six options all of the options they were using to finance their college education. Table 24 presents this information for both groups.

When asked what type of postsecondary institution they had selected, all of the finalists and 83% of the applicants indicated a four-year college or university. Fourteen percent of the applicants selected a two-year or community college and 3% selected some other institution.

Table 24: Options for Financing College by Applicants/Finalists

Option	Applicants	Finalists
Student loans	75%	75%
Scholarships or grants	83%	75%
Paying for myself by working	61%	62%
Parents or other family members are paying	69%	75%
My employer is paying	--	--
Other	8%	--

Applicants and finalists were then asked to rate four items, using a scale of 1 (Not at all) to 5 (Very much), regarding the extent to which applying for the McKelvey scholarship helped them. For three of the four items, finalists had a higher mean score, indicating they were more inclined to believe the McKelvey Scholarship Program application process had helped them. However, all of these mean scores were rather low on the 5-point scale and standard deviations were rather large, indicating wide dispersion among individual scores. See Table 25 for the response percentages, means, and standard deviations by item for each group.

Table 25: Helpfulness Item Ratings by Applicants/Finalists

Item	Response Options and Frequencies*					Mean	Std. Dev.
	1	2	3	4	5		
Applicants							
Clarify your educational goals	57%	11%	17%	11%	3%	1.91	1.22
Become more aware of financial aid opportunities	39%	11%	25%	19%	6%	2.42	1.34
Become more aware of alternative postsecondary opportunities	40%	34%	11%	11%	3%	2.03	1.12
Become more determined to somehow obtain a postsecondary education	42%	6%	25%	19%	8%	2.47	1.42
Finalists							
Clarify your educational goals	25%	25%	38%	12%	--	2.38	1.06
Become more aware of financial aid opportunities	38%	--	12%	50%	--	2.75	1.49
Become more aware of alternative postsecondary opportunities	50%	12%	25%	12%	--	2.00	1.20
Become more determined to somehow obtain a postsecondary education	25%	--	38%	12%	25%	3.13	1.55

*Percents do not always equal 100 due to rounding.

Parents

Of the 126 parents of current scholars surveyed, 120 returned a completed survey (95% response rate). Of those 120, 85% indicated they were mothers or female guardians, 13% were fathers or male guardians, and 2% were some other family member.

When asked if their child would have still attended a four-year college or university on a full-time basis without a McKelvey scholarship, 44% indicated their child definitely would have and 42% said their child probably would have. Only 14% indicated their child probably would not have attended a four-year college on a full-time basis. Further, 75% reported that their child would not have attended the same institution without a McKelvey scholarship.

Sixty-five percent of the parents indicated they had no other children that had attended or were currently attending college on a full-time basis. Half of the parents (50%) reported the mother's highest education level was a high school diploma, followed by college degree (27%), some college (18%), and less than high school (6%). Similarly, half reported the father's highest education level was a high school diploma, some college (20%), college degree (19%), and less than high school (12%).

When asked to identify the father's occupation, 110 provided a response. The most common occupation was some form of managerial position (8%), followed by self-employment (7%) and factory work (7%); however, there were fairly large categories for other occupations (16%) and general professional occupations (13%). See Table 26 for a summary of occupations. When asked to identify the mother's occupation, 116 provided a response. The most common occupation was housewife or homemaker (16%), followed by some type of medical occupation (12%) or clerical/secretarial work (12%); however, there was a fairly large number of other occupations (20%). See Table 27 for a summary of occupations.

When asked their ethnicity, nearly all (98%) indicated White; 1% each selected Asian or Biracial. Annual family income varied widely, with nearly a fourth (24%) making between $40,000 - $49,999, followed by more than $60,000 (20%). The remaining four options were tied at 14% each and included less than $20,000; $20,000 - $29,999; $30,000 - $39,999; and $50,000 - $59,999.

Parents were asked to select from 11 options all of the types of influence that the McKelvey Scholarship Program had on their child and their family. Nearly all of the parents selected "reduces the financial burden of attending a college or university" (98%) and "makes it easier for the scholar to go to a college or university" (93%). Only 20% selected "enhances the family's status in the community" and 8% selected "other." Descriptions of these other types of influence included reducing the stress, increasing networking capabilities of students, making it easier for a sibling to stay in college by relieving the financial burden, and assisting other family members to apply for the scholarship. Other comments were complimentary in nature, i.e., "It is just a blessing beyond words, and we are go grateful." "Appreciation for scholarship has led us to be more charitable to others." "Has a positive impact on student's future." "My son is excited about learning/his education due to the caliber of the university he is able to attend." However, one parent reported "There has been no influence." See Table 28 for response frequencies for each of the 11 items.

Table 26: Summary of Occupations for Fathers

N	Percent	Category Name	Representative Comments
18	16%	Other	- Station operator - Pastor
14	13%	General professional	- Architect - Consultant
9	8%	Management	- Senior training manager - Field supervisor
8	7%	Self-employed	- Self-employed, own small grocery store - Self-employed, lumber company
8	7%	Factory	- Production worker in a shovel plant - Factory worker
7	6%	Construction	- Union bricklayer - Drywall contractor
7	6%	Machinist/mechanic	- Machinist - Auto mechanic
7	6%	Retired/unemployed/ disabled/deceased	- Retired for medical reasons - Disabled
6	6%	Medical	- Speech therapist - RN
5	5%	Trucker	- Truck driver
5	5%	Laborer	- Laborer
4	4%	Electrician/drafter	- Drafter - Electrician
4	4%	Equipment operator	- Heavy equipment operator - Loadout operator
4	4%	Farmer	- Farmer - Dairy farmer
3	3%	None or N.A.	- None - N/A

Table 27: Summary of Occupations for Mothers

N	Percent*	Category Name	Representative Comments
23	20%	Other	- Accountant - Research specialist
18	16%	Housewife/homemaker	- Homemaker - Housewife
14	12%	Medical	- Registered nurse - Medical lab technician
14	12%	Clerical/secretarial	- Executive secretary - Accounting clerk
10	9%	Teacher	- Elementary/high school teacher - Preschool teacher
8	9%	Management	- Office manager - Casework supervisor
7	6%	Home health care	- Home health aide - Elderly care
7	6%	General labor	- Laborer - Dairy farmer
5	4%	Retired/disabled/deceased	- Retired - Disabled
5	4%	Cook	- Restaurant cook - Cafeteria cook - high school
4	3%	Self-employed	- Self-employed, own small grocery store - Self-employed, florist/gift shop

*Percents do not always equal 100 due to rounding.

Table 28: Response Frequencies for McKelvey Scholarship Program Influences by Parents

Percent	Type of Influence
98%	Reduces the financial burden of attending a college or university
55%	Increases the scholar's interest in attending a college or university
41%	Increases the family's perceived value of a college or university education
92%	Makes it easier for the scholar to go to a college or university
48%	Has a positive impact on college-going attitudes of scholar's siblings
64%	Enables the scholar to attend a college that would not have been possible otherwise
58%	Makes the family more knowledgeable about entrepreneurship
42%	Increases the family's interest in entrepreneurship
61%	Increases the options for selecting a college or university
20%	Enhances the family's status in the community
8%	Other

More than two thirds of the parents (68%) reported that a family member other than the scholar had provided information or assistance to current or potential McKelvey scholars or their families. For those parents responding affirmatively, they were then asked to select from 10 options all of the types of information or assistance provided. Most common was information about the scholarship program (94%); least common was assistance with scholarship or college application forms (7% each). For the 7% selecting "other," comments included encouragement for college visits, college applications, and all forms of financial aid; help with financial aid forms; employment as a research intern; review of an applicant's presentation; and talking with people about prospective colleges. See Table 29 for response frequencies for each of the 10 items.

Table 29: Response Frequencies for Information/Assistance Provided by Parents

Percent	Type of Information or Assistance
94%	Informed them about the scholarship program
7%	Assisted with the completion of scholarship application forms
77%	Described the requirements of the scholarship program
89%	Encouraged them to apply for a scholarship
76%	Discussed with them the benefits of the scholarship program
57%	Encouraged those who were skeptical about the scholarship program
21%	Assisted in arranging college/university visits
7%	Assisted in completing college/university applications
8%	Assisted with college/university selection
7%	Other

More than half (54%) of the parents indicated they had met with their child's McKelvey field administrator. Of those responding affirmatively, they were asked to indicate all of the ways in which that communication took place. More than half selected in person (64%) or telephone (51%); 44% selected e-mail and 40% selected regular mail.

Parents were then asked to rate their level of satisfaction for 14 items using a scale of 1 (Very Dissatisfied) to 4 (Very Satisfied). Seventy-two percent of the parents were very satisfied with the financial amount of the scholarship; only 4% were very dissatisfied with the field administrator's visits to the college campus. As an overall measure of satisfaction (combining responses of satisfied and very satisfied), only one item (field administrator visits to college campus) received less than 90%. In looking at mean scores, parents rated "impact of the scholarship on the scholar's life" as the highest (mean of 3.67, standard deviation of 0.54) and rated "field administrator visits to the college campus" as the lowest (mean of 2.84, standard deviation of 0.76). See Table 30 for frequencies and descriptive statistics by item.

Table 30: Frequencies and Descriptive Statistics for Satisfaction Items by Parents

Item	Response Options and Frequencies*				Mean	Std. Dev.
	1	2	3	4		
Application process for the scholarship	2%	--	44%	54%	3.51	0.60
Services provided to scholar by field administrator	2%	5%	46%	48%	3.39	0.67
Communications between field admin. and scholar	2%	3%	52%	42%	3.34	0.67
Administration of the scholarship program	1%	2%	42%	54%	3.50	0.60
Financial amount of the scholarship	2%	2%	24%	72%	3.66	0.61
Academic requirements for the scholarship	1%	--	38%	61%	3.60	0.54
Entrepreneurial emphasis of the program	1%	3%	60%	37%	3.32	0.57
Community service requirements	2%	1%	60%	37%	3.33	0.59
Work/study/employment requirements	2%	3%	59%	37%	3.30	0.62
Field administrator visits to the college campus	4%	25%	53%	18%	2.84	0.76
December meeting at Penn State with the McKelveys	1%	6%	48%	44%	3.35	0.66
Impact of the scholarship on scholar's life	1%	1%	29%	69%	3.67	0.54
College or university the scholar is attending	1%	6%	32%	61%	3.53	0.65
Impact of the college or university on scholar's life	--	2%	38%	60%	3.58	0.53

*Percents do not always equal 100 due to rounding.

Parents were then asked to describe some way in which the McKelvey Scholarship Program had impacted their family. Out of the 115 parents who responded, some provided multiple comments, for a total of 126. Nearly half (45%) focused on easing their financial burden. Other frequent comments focused on making it possible to choose a better school (16%) and making college a viable option (13%). See Table 31 for a summary of the categories and representative comments.

When asked what they liked best about the McKelvey Scholarship Program, 110 parents provided a total of 127 comments. Their most frequent responses focused on the helpful nature of the McKelvey staff (22%), the financial assistance provided (21%), and the scholarship requirements (17%). See Table 32 for a summary of the categories and representative comments.

When asked what they liked least about the McKelvey Scholarship Program, 98 parents provided a total of 99 comments. Their most frequent responses (39%) were positive in nature, indicating there was nothing they liked least. Eighteen percent focused on work study or community service requirements and 14% on the lack of communication or contact of McKelvey staff with parents and students. See Table 33 for a summary of the categories and representative comments.

Finally, parents were asked to name one thing they would change about the McKelvey Scholarship Program. Ninety-five responded, with a total of 101 comments. Nearly a third (31%) were positive in nature and indicated no changes were needed. Other frequent comments focused on increasing the choice of colleges (15%) and revising scholarship policies (15%). See Table 34 for a summary of the categories and representative comments.

Table 31: Description of McKelvey Scholarship Program Impact on Families by Parents

N	Percent	Category Name	Representative Responses
57	45%	Relieved financial burden	- It made the stress of how to pay for college disappear. - The financial burden for my son and our family would have been to overwhelming for us without the scholarship.
20	16%	Choice of a better school	- Gave my son a chance to attend a very good private school when otherwise he would have attended a community college. - This made a difference in the scholar going to a quality private college in comparison to a state college.
16	13%	Made college an option	- It has allowed us to send a member of our family to college for the first time. - Scholarship has provided opportunity for higher education that would not have been available without the scholarship.
13	10%	Attitudes of scholar and family	- Showed my son that his combination of hard work, determination, and the "entrepreneurial" atmosphere he has been raised in helped him attain this most generous scholarship. - Our family as a whole has become more outspoken on encouraging students to continue their education.
8	6%	Motivated siblings	- It's helped her younger brothers to work harder in school so they may get a scholarship. - Siblings are influenced by seeing the confidence and achievements the scholar has attained by attending college.
6	5%	Opportunities for scholars	- My daughter has had so many opportunities that would not have been possible without the McKelvey scholarship. - She has opportunity to see what its like out in the world.
6	5%	Other	- We are so thankful for the help we are receiving from the McKelvey Scholarship Program. They have been so helpful. - This has made a huge impact on our family. I hope to personally thank the McKelveys for their work and generosity.

Table 32: Description of What Liked Best About McKelvey Scholarship Program by Parents

N	Percent	Category Name	Representative Responses
28	22%	MFSP staff	- The field administrators are very helpful and concerned with each scholar. - That the McKelveys and the people who work for them take a personal interest in the way they pick the scholars.
27	21%	Financial assistance	- This scholarship has been a dream come true and relieves some financial burden for our family. - It reduces the financial burden of attending college.
21	17%	Scholarship requirements	- The academic and community service requirements are very fair and attainable by a broad number of applicants. - I appreciate that this program reinforces my son's entrepreneurship and requires him to give back by doing community service and work study.
15	12%	Other opportunities	- Offered many opportunities that otherwise would have been out of reach. - It has opened doors for my child that would not have been possible for her without it.
13	10%	Opportunity to attend a better school	- The program has given my son a chance to go to a highly reputable school. - It has helped our son receive a quality education which we would not have been able to provide at a private university.
10	8%	Other	- Everything! - No opinion.
8	6%	Attitude of scholar	- It has inspired my daughter to go and be an achiever. - Our student has developed a business sense and self-sufficiency that he would not likely have had otherwise.
5	4%	Availability to rural students	- That they acknowledge rural children (school kids) instead of city or intercity kids. - That you offer this to poor rural students that don't often get opportunities like this.

Table 33: Description of What Liked Least About McKelvey Scholarship Program by Parents

N	Percent*	Category Name	Representative Responses
39	39%	Nothing or positive comment	- There isn't anything negative I can think of. This scholarship is a blessing for which we are so thankful. - Can't think of one.
18	18%	Requirements	- Work study requirement makes it impossible for student to be eligible for student loan to help pay for books and other expenses. If they apply for loan they are not eligible for work study. - Scholar not being able to do any community service during the school year; if spread over the year it would be easier to have a full time summer job.
14	14%	Lack of communication/contact	- Communication to parents is nil - and to the student sparse and terse. - There is no communication between the parents and the McKelveys. They assume the scholar is mature enough to make decisions without any input from the parents; they still need guidance.
8	8%	College choices	- Choice of schools is somewhat restricting. Students should have more say in choices. Don't entrepreneurs push the limits? - I feel the list of schools the kids are required to attend limits their opportunities.
7	7%	Money	- When money doesn't arrive on time, causing late fees and holds on records. - With tuition on the rise, it would be good to consider an increase as the college career extends to the four year program.
6	6%	Other	- The way some scholars get away with taking advantage of what has been given to them, taking it for granted. They all talk to one another and some don't realize the opportunity they have been given. - The only thing is that gold recipients seem to get more personal contacts than silver or bronze (not a complaint just a fact).
4	4%	Inconsistencies	- Random, changing requirements (but I do understand that my son was in first group and program is a work in progress). - The limitations of which we were uninformed and/or misinformed (school selection after 1st year).
3	3%	Selection process	- School board chooses the scholarship winners especially in a small town. This can be pro or con. - Do not like how much control the high school has in the selection process. It allows for favoritism.

*Percents do not always equal 100 due to rounding.

Table 34: Description of Improvements to McKelvey Scholarship Program by Parents

N	Percent*	Category Name	Representative Responses
31	31%	Nothing or don't know	- I wouldn't change a thing. - Nothing.
15	15%	College choices	- Possibly add more colleges and universities to the list. - That a larger selection of colleges would be available for students choosing.
15	15%	Policies	- That all winners should work during school just like the gold winners have too. - We would suggest the McKelvey Scholarship Program be flexible in setting required work study hours.
11	11%	Money	- We just hope that the payment arrangement can be worked out. - Should be an option of the scholarship paying for meal plan or books.
10	10%	Communication	- I would like to see quarterly newsletters about the students and what they are doing. - A little more communication with parents by field administrator.
9	9%	Community service	- I would make the partial scholarship recipients do community service. - It would be convenient for students to be allowed to do their community service over winter break, thereby freeing the summer for full-time employment to cover the cost of books.
4	4%	Other	- They think because they pay the bills they have full control over the scholar. - We wish we could have pictures returned from application process.
3	3%	Living on campus	- I think consideration should be given to letting junior and senior college students move off campus. - We would like to see students be able to live off campus after freshman year.
3	3%	Program inconsistencies	- I would like them to stop changing the rules after granting the scholarships. - Make rules and/or instruction more clear.

*Percents do not always equal 100 due to rounding.

High School Staff

Of the key staff person at each of the 24 participating high schools, 23 returned a completed survey (96% response rate). Of those 23, more than half (59%) indicated they were guidance counselors, 27% were principals or assistant principals, and 14% were superintendents.

When asked how many of their 2001-02 graduates received McKelvey scholarships for college, respondents indicated a range of 0 to 4 males (mean of 2, standard deviation of 1) and 0 to 6 females (mean of 2, standard deviation of 2). For 2002-03, respondents indicated a range of 1 to 4 males (mean of 2, standard deviation of 1) and 0 to 4 females (mean of 2, standard deviation of 1).

High school staff were asked how many of the students receiving scholarships would have been able to attend college without the scholarships. Responses ranged from 0 to 7, with a mean and standard deviation of 2. When asked how many scholars would have been able to attend the particular college or university they are now attending, responses ranged from 0 to 9, with a mean of 4 and a standard deviation of 2. Nearly all of the respondents (95%) felt that the scholar selection process was well formulated. Further, 90% were satisfied with the results of the selection process.

High school staff were asked to select from 13 options all of the types of influence the McKelvey Scholarship Program had on their school and/or community. More than 90% selected "reduces the financial burden of postsecondary education" (96%) and "enhances students' opportunities for a college/university education" (91%). Conversely, only 17% selected "motivates faculty to better prepare students for a college/university." Descriptive comments for other school impact included developing entrepreneurship classes, increased self-esteem and pride of students, the privilege of being involved with the program, scholars serve as a "bright light" to underclassmen, and "provides initiative for students to undertake entrepreneurial activities and become student leaders." Descriptive comments for other family impact included decreasing the financial burden, students and parents believe the scholarships are attainable, makes available opportunities that were otherwise unattainable, the personal contacts by scholarship staff, and "parents have been more involved in their students' college planning." Community impact included the community service component benefits and more local scholarship opportunities. See Table 35 for response frequencies for each of the 13 items.

Nearly all of the respondents (96%) indicated a McKelvey field administrator initiated contact with their school's superintendent. All respondents indicated the field administrator had contacted their school's guidance counselor. Seventy percent indicated a field administrator had contacted some other school district representative; 26% indicated they didn't know. Half of the respondents reported a field administrator had assisted with scheduling the junior class field trip.

When asked to estimate the number of times during the school year that a McKelvey field administrator had contacted any of their school staff, 22 high school staff provided either a numeric or narrative response. Responses were coded into six categories of 1 - 5, 6 - 10, 11 - 15, 16 - 20, more than 20, and other. Nearly a third (32%) selected 6 - 10, followed by 11 - 15 (23%), more than 20 (18%), 1 - 5 (14%), 16 - 20 (9%), and other (5%).

Table 35: Response Frequencies for McKelvey Scholarship Program Influences by High School Staff

Percent	Type of Influence
83%	Makes students more optimistic about going to a college or university
17%	Motivates faculty to better prepare students for a college/university
61%	Enhances advisement/counseling program for postsecondary education
65%	Increases students' perceived value of a college education
48%	Increases family members' perceived value of a college education
87%	Makes family members more optimistic about college availability
56%	Increases community pride in the school system
91%	Enhances students' opportunities for a college/university education
39%	Increases community outlook for future economic benefits
96%	Reduces the financial burden of postsecondary education
13%	Other community impact
22%	Other school impact
22%	Other family impact

High school staff then rated their level of satisfaction for 18 items using a scale of 1 (Very Dissatisfied) to 4 (Very Satisfied). Ninety-six percent were very satisfied with the impact of the scholarships on students' lives and 87% were very satisfied with the support of the field administrators. Only 4% indicated they were very dissatisfied with the continuity of the McKelvey Scholarship Program across years. As an overall measure of satisfaction (combining responses of satisfied and very satisfied), none of the 18 items received less than 90%. In looking at mean scores, staff rated "impact of the scholarship on students' lives" as the highest (mean of 3.95, standard deviation of 0.21) and "involvement of high school staff with program" as the lowest (mean of 3.14, standard deviation of 0.71). See Table 36 for frequencies and descriptive statistics by item.

When asked what they liked best about the McKelvey Scholarship Program, all 23 respondents provided a comment; two provided multiple comments for a total of 25. Nearly half (40%) focused on the opportunities provided for students, followed by the comprehensiveness of the program (32%) and its effect on students (20%). See Table 37 for a summary of the categories and representative comments.

When asked what they liked least about the McKelvey Scholarship Program, 20 high school staff provided responses, for a total of 20. Nearly a third (30%) mentioned program inconsistencies, and 25% each mentioned the selection process or some idiosyncratic response; 20% were positive in nature, indicating there was nothing they liked least. See Table 38 for a summary of the categories and representative comments.

Finally, staff were asked to name one thing they would change about the McKelvey Scholarship Program. Twenty responded, with a total of 20 comments. More than a third (35%) suggested revising the selection process; most of these focused on making the process more inclusive (interview all applicants, let all applicants apply for a bronze scholarship, look beyond high school experiences for entrepreneurial potential). Twenty percent each mentioned revising program inconsistencies or policies. Fifteen percent named some idiosyncratic revision, and 10% focused on financial suggestions. See Table 39 for a summary of the categories and representative comments.

Table 36: Frequencies and Descriptive Statistics for Satisfaction Items by High School Staff

Item	Response Options and Frequencies*				Mean	Std. Dev.
	1	2	3	4		
Information provided about the program	--	--	35%	65%	3.65	0.49
McKelvey selection process	--	4%	61%	35%	3.30	0.56
Selection results, i.e., most appropriate students	--	9%	65%	26%	3.17	0.58
Support of McKelvey field administrators	--	4%	9%	87%	3.83	0.49
Continuity of McKelvey program across years	4%	17%	35%	44%	3.17	0.89
Involvement of high school staff with program	--	18%	50%	32%	3.14	0.71
Application process for the scholarship	--	4%	52%	44%	3.39	0.58
Services provided to scholars by field administrators	--	4%	26%	70%	3.65	0.57
Communications between administrators and scholars	--	9%	30%	61%	3.52	0.66
Administration of the scholarship program	--	4%	48%	48%	3.43	0.59
Financial amount of scholarships	--	4%	17%	78%	3.74	0.54
Academic requirements for scholarships	--	5%	38%	57%	3.52	0.60
Entrepreneurial emphasis of the program	--	9%	41%	50%	3.41	0.67
Community service requirements	--	5%	27%	68%	3.64	0.58
Work/study/employment requirements	--	4%	30%	65%	3.61	0.58
Field administrator visits to college campuses	--	6%	50%	44%	3.38	0.62
December meeting at Penn State with McKelveys	--	9%	23%	68%	3.59	0.67
Impact of the scholarships on students' lives	--	--	4%	96%	3.95	0.21

*Percents do not always equal 100 due to rounding.

Table 37: Description of What Liked Best About McKelvey Scholarship Program by High School Staff

N	Percent	Category Name	Representative Responses
10	40%	Opportunity for students	- This is a wonderful gift & opportunity that has been offered to our students. - Opportunities for students to get a "QUALITY" college education.
8	32%	The program	- It is a comprehensive, well-thought-out program, rather than a token-effort program. - Its openness to all students with potential!
5	20%	Effect on students	- It gets kids to set higher goals and expectations. - The awareness it creates among our students—they really get excited about it.
2	8%	The McKelveys and staff	- The personal contact with the McKelveys and staff. - Mr. and Mrs. Hillman have been great at keeping us informed.

Table 38: Description of What Liked Least About McKelvey Scholarship Program by High School Staff

N	Percent	Category Name	Representative Responses
6	30%	Inconsistencies	- Changing the rules in the middle of the process. - The inconsistent "rules" and procedures but I think we have worked through these.
5	25%	Selection process	- The inequity of the selection process. - I do not like that any student who applies for the initial scholarship is NOT permitted to qualify as a silver or bronze. They are penalized for the initiative.
5	25%	Other	- Community service hours by so many students in our school or community where there are few opportunities. - The time required but many good things require time.
4	20%	Nothing or not applicable	- I can't say anything that is negative. - Honestly, there is not one point of the program that I can criticize.

Table 39: Description of Improvements to McKelvey Scholarship Program by High School Staff

N	Percent	Category Name	Representative Responses
7	35%	Selection process	- Allow all students in small schools to be eligible for the bronze even if they applied for the gold. - Have all applicants participate in the interview process.
4	20%	Inconsistencies	- Continuity of the program from year to year so that we can tell kids what to expect. - Need to be consistent from one year to the next!
4	20%	Policies	- Do not have to live on campus. - I would like to see opportunity for Bronze awards for 2 year programs.
3	15%	Other	- Possibly that we don't thank you enough for your generosity. Thank you! - Meeting at Penn State–time of the year.
2	10%	Money	- Since the project relies on how the money market performs, initially set projections of number of scholarships low and then increase if market improves. - Require students to fall below a specified family income. Many of the students that apply would go to college anyway.

Dropout Scholars

Of the 13 Year 2 scholars, 6 had chosen to relinquish their scholarships for one reason or another ("dropouts") completed and returned their surveys for a 46% response rate (one gold, one silver, and four bronze). All of the respondents were White, and half were female. Two thirds of the dropouts (67%) reported their mother's highest education level was a high school diploma, 17% said less than high school, and 17% said some college. For their father's highest education level, 83% selected high school diploma and 17% said a college degree. Nearly half of the dropouts (40%) said their family's annual income was between $20,000 - $29,000. An additional 20% each selected $30,000 - $39,999, $40,000 - $49,999, and more than $60,000. Their father's occupations included computer programmer, mattress factory worker, coal miner, disabled veteran, school bus driver, and retired police officer. Their mother's occupations included photography assistant, sales clerk, disabled, and fitness center attendant; one reported his or her mother was deceased and another did not respond.

When asked why they were no longer using their McKelvey scholarships, 83% indicated they had dropped out of college entirely and 17% were commuting to another participating McKelvey college or university so they didn't have to live on campus. When asked to explain why they made that decision, all six responded. Two dropouts (33%) mentioned financial difficulties, i.e., one was too late taking out a loan and missed the add/drop period and so had to withdraw, the other could not cover other school-related financial expenses. The remaining four dropouts (17% each) had idiosyncratic responses: one was relocating to a different state to attend a technical school, one switched to a nursing program at another McKelvey university to avoid living away from home, one could not make early morning classes after working late every night, and one indicated their chosen university was "a roach infested dump with teachers that could care less about the students."

Dropout scholars were then asked for their overall high school grade point average (GPA) and its related scale. All six used a four-point scale, and the GPAs ranged from 2.60 to 4.00 with a mean of 3.23 and a standard deviation of 0.50. They were then asked for the most recent college GPA and its related score, if they had remained in school long enough to generate this score. Four dropouts (67%) provided this information, again on a four-point scale, with GPAs ranging from 2.00 to 3.81; the mean was 2.58 with a standard deviation of 0.85.

Five of the dropouts (83%) indicated they did complete a semester or quarter before they withdrew, transferred, or started commuting. Of those, dropouts were asked to list all of the courses they had taken during that time period and the grade earned for each course. (Grades of A - F were recoded to 4 - 0). Table 40 shows the courses that were taken along with response frequencies and the mean score and standard deviation for each across dropout scholars.

Only two of the dropouts (33%) reported using any tutoring services while they were still using the McKelvey scholarship. Both used tutoring for math and one reported receiving tutoring in biology as well. Three of the dropouts (50%) reported they were failing at least one course when they stopped using the scholarship. One said history and political science, one said psychology, and one said math.

Table 40: College Courses and Grades Earned by Dropout Scholars

Course Name	Grade Earned and Response Frequencies					Mean	Std. Dev.
	A (4)	B (3)	C (2)	D (1)	F (0)		
American gov. (n=1)	100%					4.00	--
Art (n=1)			100%			2.00	--
Biology (n=1)	100%					4.00	--
Computer (n=1)			100%			2.00	--
English (n=1)				100%		1.00	--
Geography (n=1)			100%			2.00	--
German (n=1)			100%			2.00	--
History (n=1)					100%	0.00	--
Humanities (n=1)	100%					4.00	--
Literature (n=2)		50%	50%			2.50	0.71
Math (n=1)		100%				3.00	--
Music intro. (n=1)	100%					4.00	--
Others (n=1)	100%					4.00	--
Psychology (n=4)	25%	25%	25%	25%		1.75	1.71
Science (n=1)		100%				3.00	--
World civil. (n=1)			100%			2.00	--
Writing (n=2)	50%	50%				3.50	0.71
Writing II (n=1)			100%			2.00	--

Three of the dropout scholars (50%) indicated they had struggled with one or more courses (D work or less) and identified the courses as history, psychology, math, and English. When dropouts were asked to select from eight options all of the reasons they believed contributed to their struggles, three indicated that they didn't like the course. Each of the following reasons received one vote: the scholar didn't like the instructor, didn't pay attention in class, didn't do all assignments, and didn't do well on exams; the course was boring; and some other reason.

Only one dropout scholar (17%) indicated he or she had been involved in the work/study/ employment program while using the McKelvey scholarship. This involvement was working as a computer lab assistant for 10 hours per week. None of the dropouts reported involvement in the community service component of the McKelvey Scholarship Program.

When asked if they would have gone full time to a four-year college or university without a McKelvey scholarship, three (50%) said they definitely would not have, 1 (17%) said he or she probably would not have, and 2 (33%) said they definitely would have attended college. None of the respondents indicated they would have attended their particular institutions without the scholarship. All six dropouts (100%) reported they might again enroll in a college or university full time in the future. All six dropouts provided idiosyncratic responses when asked what their intended majors had been before they withdrew or transferred. Comments included art, English, education, nursing, dental hygiene, and undecided.

Dropout scholars were asked to select from eight options all of the reasons that affected their decision to stop using their scholarships. Three dropouts (50%) each selected poor academic performance, wanted to do something else, and inadequate financial support. Two respondents (33%) each mentioned didn't like college life and homesick. Indecision about future plans, health reasons, or some other identified reasons were each selected once (17% each). When asked to identify from the eight options the one most influential reason, inadequate financial support received two votes (33%), followed by one vote each for poor academic performance, wanted to do something else, didn't like college life, and homesick (17% each).

Dropouts were asked to indicate from four choices all of the ways in which their McKelvey field administrator had communicated with them. All six reported e-mail communications, four (67%) said by telephone, 3 (50%) said in person, and 2 (33%) said by regular mail. Respondents indicated that those contacts ranged from 2 to 8 (mean of 6, standard deviation of 3); one response indicated "3 times a week" but the number of weeks is unknown. All of the dropout scholars indicated their field administrator did not assist them in developing a mentoring component. Three (50%) reported participating in the 11th-grade class field trip to a college campus. Of those, two (67%) said the value of that trip was "so-so" and one (33%) said it was very valuable. Only one (17%) of the six respondents reported participating in a Making It Count assembly program at his or her high school as a junior or senior and rated the value of that experience as "so-so."

Dropouts were asked to rate their level of satisfaction for 12 items pertaining to the McKelvey Scholarship Program using a scale of 1 (Very Dissatisfied) to 4 (Very Satisfied). The one gold scholar respondent indicated satisfaction with the December meeting at Penn State with the McKelveys (only gold scholars participated in this activity). Two respondents (33%) indicated they were very satisfied with the financial amount of their scholarships, the academic requirements of the scholarships, and the impact of the scholarships on their lives. Conversely, two (33%) indicated they were very dissatisfied with their field administrator's visits to the college campus (recall these visits were not a mandate, but voluntary on the part of the field administrator). As an overall measure of satisfaction (combining responses of satisfied and very satisfied), 9 of the 12 items received at least 67%, 2 items received 50%, and 1 item received 17% satisfaction. In looking at mean scores, dropouts rated "academic requirements for the scholarship" as the highest (mean of 3.17, standard deviation of 0.75) and "field administrator visits to the college campus" as the lowest (mean of 1.83, standard deviation of 0.75). See Table 41 for frequencies and descriptive statistics by item and Figure 11 for a visual depiction of the mean ratings.

Dropouts were also asked to rate their level of satisfaction for eight items pertaining to college/university life using a scale of 1 (Very Dissatisfied) to 4 (Very Satisfied). Two respondents (33%) indicated they were very satisfied with the location of their college or university; conversely, four (67%) indicated they were very dissatisfied with their college or university. As an overall measure of satisfaction (combining responses of satisfied and very satisfied), three of the eight items received at least 67%, two items received 50%, two items received 33%, and one item received 17% satisfaction. In looking at mean scores, dropouts rated "social life at the college or university" as the highest (mean of 2.83, standard deviation of 0.98) and rated "the college or university you were attending" as the lowest (mean of 1.50, standard deviation of 0.84). See Table 42 for frequencies and descriptive statistics by item and Figure 12 for visual depiction of the mean ratings.

Table 41: Frequencies and Descriptive Statistics for McKelvey Scholarship Program Satisfaction Items by Dropout Scholars

Item	Response Options and Frequencies*				Mean	Std. Dev.
	1	2	3	4		
Application process for the scholarship	--	33%	50%	17%	2.83	0.75
Services provided by the field administrator	--	17%	67%	17%	3.00	0.63
Communications with the field administrator	17%	17%	50%	17%	2.67	1.03
Administration of the scholarship program	17%	17%	50%	17%	2.67	1.03
Financial amount of your scholarship	--	33%	33%	33%	3.00	0.89
Academic requirements for the scholarship	--	17%	50%	33%	3.17	0.75
Entrepreneurial emphasis of the program	17%	17%	67%	--	2.50	0.84
Community service requirements	17%	--	83%	--	2.67	0.82
Work/study/employment requirements	--	50%	50%	--	2.50	0.55
Field administrator visits to the college campus	33%	50%	17%	--	1.83	0.75
December meeting at Penn State with McKelveys	33%	17%	33%	17%	2.33	1.21
Impact of the scholarship on your life	--	33%	33%	33%	3.00	0.89

*Percents do not always equal 100 due to rounding.

Table 42: Frequencies and Descriptive Statistics for College/University Satisfaction Items by Dropout Scholars

Item	Response Options and Frequencies*				Mean	Std. Dev.
	1	2	3	4		
The college or university you were attending	67%	17%	17%	--	1.50	0.84
Teaching staff at the college or university	17%	50%	33%	--	2.17	0.75
Courses you were taking	33%	17%	50%	--	2.17	0.98
College or university life in general	33%	33%	17%	17%	2.17	1.17
Social life at the college or university	17%	--	67%	17%	2.83	0.98
Recreational facilities at the college or university	17%	17%	50%	17%	2.67	1.03
Location of the college or university	33%	--	33%	33%	2.67	1.37
Impact of the college or university on your life	17%	33%	33%	17%	2.50	1.05

*Percents do not always equal 100 due to rounding.

Figure 11: Mean Ratings for McKelvey Scholarship Program Satisfaction Items by Dropout Scholars

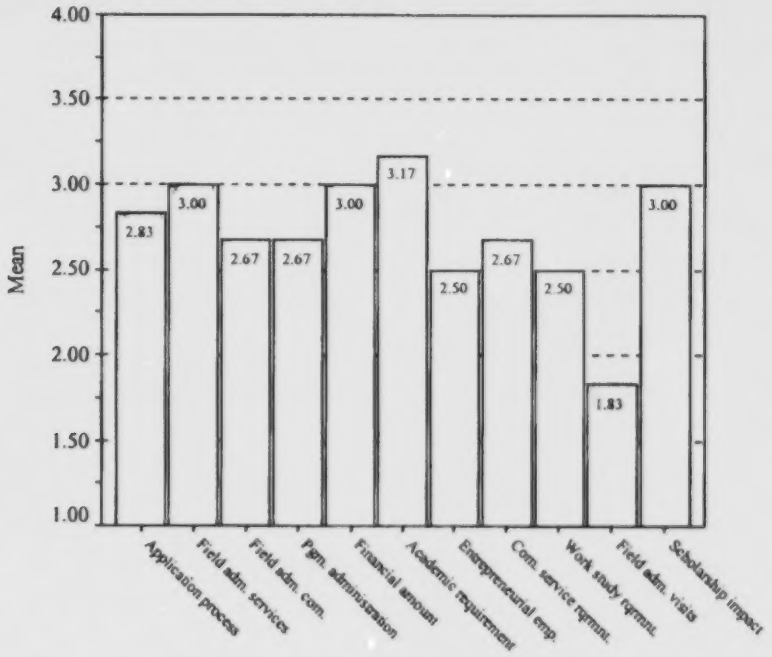
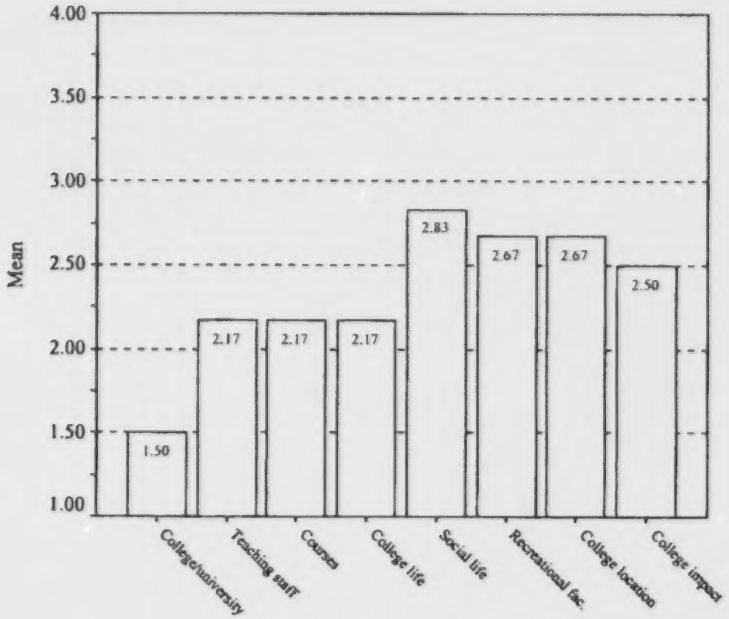


Figure 12: Mean Ratings for College/University Satisfaction Items by Dropout Scholars



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When asked what they liked best about the McKelvey Scholarship Program, all six respondents provided a comment. Four (67%) focused on the financial aspect and the remaining two (33%) focused on the opportunities provided. See Table 43 for a summary of the categories and respondents' comments.

Table 43: Description of What Liked Best About McKelvey Scholarship Program by Dropout Scholars

N	Percent	Category Name	Dropout Scholar Responses
4	67%	Financial help	- The money. - The financial help I received for college. - It covered a lot of expenses. - That it tried to help me pay for an education but it wasn't enough.
2	33%	Opportunities	- Gave me the opportunity to realize what I really wanted. - It gave me the opportunity to go to college that I wouldn't have gotten otherwise.

When asked what they liked least about the McKelvey Scholarship Program, all six dropout scholars again responded. Two (33%) focused on the lack of support provided to or communication with scholars. Another two (33%) did not like living on campus. One dropout (17%) indicated the financial amount was not sufficient to cover books. Finally, one respondent (17%) said "Not receiving enough help to go to school"; it was not clear whether this referred to personal or financial help. See Table 44 for a summary of the categories and respondents' comments.

Table 44: Description of What Liked Least About McKelvey Scholarship Program by Dropout Scholars

N	Percent*	Category Name	Representative Responses
2	33%	Lack of support	- Lack of support. - For someone that's giving you that large a sum of money, they didn't communicate with you very well.
2	33%	Living on campus	- That I had to live on campus. - Have to live on campus.
1	17%	Inadequate financial help	- Didn't cover books.
1	17%	Not enough help	- Not receiving enough help to go to school.

*Percents do not always equal 100 due to rounding.

Dropouts were then asked to name one thing they would change about the McKelvey Scholarship Program. All six again responded; one with two comments. Three (43%) suggested adding more colleges and universities to offer a broader choice. Three (43%) suggested revising the requirement to live on campus. And, one (14%) suggested removing the entrepreneurial emphasis. See Table 45 for a summary of the categories and respondents' comments.

Table 45: Description of Improvements to McKelvey Scholarship Program by Dropout Scholars

N	Percent	Category Name	Representative Responses
3	43%	Adding more colleges and universities	- Choice of schools. - Add more universities that are closer to home. - Adding more colleges and universities to it.
3	43%	Removing requirement to live on campus	- Allow students to commute. - The requirement to live on campus would be no more. - The requirements of living on campus if you live only 9 miles away.
1	14%	Removing entrepreneurial emphasis	- Do not have to live on campus. - I would like to see opportunity for Bronze awards for 2 year programs.

The one gold dropout scholar reported attending Camp Entrepreneur or Camp McKelvey before he or she started attending college (only gold scholars participated in this activity). That one dropout then rated 11 items about that experience using a scale of 1 (Not At All) to 4 (Very Much). Table 46 presents the items and the dropout scholar's rating for each. The reader should keep in mind that this table reflects just one person's viewpoint and subsequent ratings.

Table 46: Camp Entrepreneur/Camp McKelvey Items and Rating by One Dropout Gold Scholar

Item	Response Options and Frequencies				Mean	Std. Dev.
	1	2	3	4		
Provided understanding of entrepreneurial concepts			100%		3.00	--
Provided you with entrepreneurial skills			100%		3.00	--
Developed a network among scholarship recipients		100%			2.00	--
Facilitated self-discovery through self-assessment			100%		3.00	--
Enhanced your personal skills			100%		3.00	--
Provided an experience in college living	100%				1.00	--
Provided an understanding of college transitions	100%				1.00	--
Provided skills necessary for a successful transition	100%				1.00	--
Provided exposure to today's business environment		100%			2.00	--
Motivated you to engage in community service	100%				1.00	--
Enhanced your technology skills	100%				1.00	--

Current Scholars

Out of the 126 current scholars, 121 completed and returned their surveys for a response rate of 96%. Of the 16 Year 1 gold scholars, 15 completed surveys were received for a 94% response rate; surveys were received for all 44 Year 2 gold scholars for a 100% response rate; 33 of the 35 Year 2 silver scholar surveys were received for a 94% response rate; and 29 of the 31 Year 2 bronze scholar surveys were received for a 94% response rate. Findings are presented below for all scholars combined, under the three headings of demographic information, academic information, and experiences with the McKelvey Scholarship Program. See Appendixes L, M, N, and O for survey summaries for year 1 gold, year 2 gold, year 2 silver, and year 2 bronze scholars.

Demographic information. Nearly all of the respondents were White (99%); the remainder were African American. Nearly two thirds of the current scholars were female (63%). When asked which participating McKelvey college or university they were attending, scholars reported attendance at 22 of the 26 participating colleges. Mansfield University was most frequently noted with 14%, followed by Susquehanna University with 10%. See Table 47 for percentages by institution. See Appendix P for a graphical summary of demographic information.

Table 47: Attendance Rates at McKelvey Colleges or Universities by Current Scholars

Institution	Percent
Alderson Broaddus College	1%
Alfred State College of SUNY	1%
Alfred University	1%
Arcadia University	1%
Bloomsburg University	2%
Bucknell University	9%
Clarion University	6%
Davis and Elkins College	2%
Dickinson College	2%
Ithaca College	2%
Juniata College	7%
Lehigh University	2%
Lock Haven University	7%
Mansfield University	14%
Seton Hill University	1%
Shippensburg University	6%
Slippery Rock University	9%
Susquehanna University	10%
West Virginia University Institute of Technology	1%
Westminster College	6%
Wilkes University	3%
West Virginia Wesleyan College	6%
Other (4 students reported other colleges/universities)	3%

*Percents do not always equal 100 due to rounding.

Note: No students reported attending Geneseo State of SUNY, Shepherd College, St. Bonaventure University, or West Liberty State College.

When asked if they would have gone full time to a four-year college or university without a McKelvey scholarship, nearly half (49%) said they definitely would have, 31% said they probably would have, 15% said they probably would not have, and 6% said they definitely would not have. More than three fourths (76%) indicated they would not have attended their particular institutions without the scholarship.

Scholars were asked to identify their major field of study; all but one respondent provided this information. The most frequent responses were some dual major combination (12%), biology (10%), chemistry (10%), and undecided (10%). See Table 48 for a summary of categories.

Table 48: Summary of College Majors by Current Scholars

N	Percent*	Category Name
15	12%	Dual combination
12	10%	Chemistry
12	10%	Biology
12	10%	Undecided
11	9%	Education
9	8%	Business administration
7	6%	Other
6	5%	Psychology

N	Percent*	Category Name
6	5%	Political science
5	4%	Sports
5	4%	Computer science
4	3%	Finance/public relations
4	3%	Accounting/economics
4	3%	Nursing
4	3%	Communications
4	3%	English

*Percents do not always equal 100 due to rounding.

Scholars were asked for their overall high school grade point average (GPA) and its related scale. For the 70 respondents who used a four-point scale, scores ranged from 2.50 to 4.20, with a mean of 3.63 and a standard deviation of 0.37. For the 36 respondents who used a 100 scale, scores ranged from 82 to 98, with a mean of 92.94 and a standard deviation of 4.03. Scholars were then asked for their most recent college GPA and its related score. For the 117 respondents who used a four-point scale, scores ranged from 1.00 to 4.00, with a mean of 3.13 and a standard deviation of 0.58.

Academic information. Current scholars were asked to list all of the courses they had taken during the most recently completed semester or quarter and the grade earned for each course. (Grades of A - F were recoded to 4 - 0). Scholars reported the highest grades for physical education (mean of 3.94, standard deviation of 0.24) and public speaking (mean of 3.80, standard deviation of 0.45). Lowest grades were reported for geography (mean of 2.25, standard deviation of 1.39) and introduction to psychology (mean of 2.27, standard deviation of 1.37). Table 49 shows the courses that were taken along with response frequencies and the mean score and standard deviation for each. (Thirteen scholars selected "pass" for nine courses; six selected "withdrew" for six courses.)

Less than a third (29%) of the scholars reported using any tutoring services during the year. When asked to identify the areas in which tutoring was used, 33 scholars provided 49 courses. The most frequently mentioned topics were math (10%) in general and calculus (10%) specifically; other courses comprised 24%. See Table 50 for a summary of course categories.

Table 49: College Courses and Grades Earned by Current Scholars

Course Name		Grade Earned and Response Frequencies					Mean	Std. Dev.
		A (4)	B (3)	C (2)	D (1)	F (0)		
Accounting	(n=7)	14%	29%	43%	14%	--	2.43	0.98
Algebra	(n=5)	60%	--	20%	20%	--	3.00	1.41
American Govt.	(n=8)	12%	50%	25%	12%	--	2.63	0.92
Anatomy	(n=6)	50%	33%	17%	--	--	3.33	0.82
Art	(n=11)	46%	46%	9%	--	--	3.36	0.67
Biology	(n=10)	10%	60%	20%	10%	--	2.70	0.82
Biology Advanced	(n=4)	25%	25%	50%	--	--	2.75	0.96
Business	(n=9)	22%	56%	11%	11%	--	2.89	0.93
Calculus (Pre/I)	(n=14)	29%	36%	21%	14%	--	2.79	1.05
Calculus Advanced	(n=8)	25%	38%	25%	--	12%	2.63	1.30
Chemistry	(n=9)	22%	44%	33%	--	--	2.89	0.78
Chemistry Adv.	(n=11)	36%	36%	9%	9%	9%	2.82	1.33
Communications	(n=18)	56%	22%	11%	11%	--	3.22	1.06
Computer Science	(n=12)	50%	42%	8%	--	--	3.42	0.67
Computer (Misc.)	(n=14)	57%	29%	14%	--	--	3.43	0.76
Criminal Justice	(n=5)	80%	--	20%	--	--	3.60	0.89
Dance/Theatre	(n=7)	71%	29%	--	--	--	3.71	0.49
Economics	(n=12)	25%	58%	17%	--	--	3.08	0.67
Education	(n=10)	70%	30%	--	--	--	3.70	0.48
Engineering	(n=6)	83%	--	--	--	17%	3.33	1.63
English Comp. I	(n=19)	42%	42%	16%	--	--	3.26	0.73
English (Misc.)	(n=6)	33%	33%	17%	--	17%	2.67	1.51
French	(n=6)	67%	33%	--	--	--	3.67	0.52
Geology	(n=6)	33%	50%	--	--	17%	2.83	1.47
Geography	(n=8)	25%	12%	38%	12%	12%	2.25	1.39
German	(n=5)	40%	40%	20%	--	--	3.20	0.84
Health	(n=11)	46%	36%	18%	--	--	3.27	0.79
History (misc.)	(n=10)	30%	60%	10%	--	--	3.20	0.63
Humanities	(n=5)	20%	40%	40%	--	--	2.80	0.84
Laboratory	(n=7)	14%	86%	--	--	--	3.14	0.38
Literature (misc.)	(n=23)	56%	35%	9%	--	--	3.48	0.66
Math (misc.)	(n=19)	32%	32%	16%	10%	10%	2.63	1.34
Music Introduction	(n=7)	43%	29%	29%	--	--	3.14	0.90
Music (misc.)	(n=13)	85%	--	15%	--	--	3.69	0.75
Other	(n=41)	54%	37%	10%	--	--	3.44	0.67
Philosophy	(n=7)	43%	29%	29%	--	--	3.14	0.90
Physical Education	(n=18)	94%	6%	--	--	--	3.94	0.24
Political Science	(n=8)	12%	62%	25%	--	--	2.88	0.64
Physics	(n=5)	60%	20%	20%	--	--	3.40	0.89
Psychology Intro.	(n=11)	27%	--	54%	9%	9%	2.27	1.27

Table 49 (continued)

Course Name		Grade Earned and Response Frequencies					Mean	Std. Dev.
		A (4)	B (3)	C (2)	D (1)	F (0)		
Psychology Devel.	(n=8)	12%	50%	25%	--	12%	2.50	1.20
Psychology (misc.)	(n=16)	31%	44%	12%	12%	--	2.94	1.00
Public Speaking	(n=5)	80%	20%	--	--	--	3.80	0.45
Science (misc.)	(n=19)	37%	32%	16%	10%	5%	2.84	1.21
Sociology	(n=18)	33%	39%	22%	6%	--	3.00	0.91
Spanish	(n=9)	67%	33%	--	--	--	3.67	0.50
Statistics	(n=9)	33%	44%	11%	--	11%	2.89	1.27
Statistics (misc.)	(n=10)	80%	10%	10%	--	--	3.70	0.68
Theology/Religion	(n=9)	44%	33%	11%	--	11%	3.00	1.32
U.S. History	(n=7)	29%	43%	29%	--	--	3.00	0.82
World Civil. (misc.)	(n=11)	36%	18%	36%	9%	--	2.82	1.08
World History	(n=16)	12%	56%	31%	--	--	2.81	0.66
Writing I	(n=7)	57%	43%	--	--	--	3.57	0.54
Writing II	(n=15)	67%	33%	--	--	--	3.67	0.49
Writing (misc.)	(n=7)	29%	57%	14%	--	--	3.14	0.69

*Percents do not always equal 100 due to rounding.

Table 50: Summary of Tutored Courses by Current Scholars

N	Percent*	Category Name
12	24%	Other
5	10%	Math
5	10%	Calculus
4	8%	Psychology
4	8%	Foreign language
3	6%	Statistics
3	6%	Chemistry

N	Percent*	Category Name
3	6%	Accounting
2	4%	Science
2	4%	Art
2	4%	Sociology
2	4%	Biology
2	4%	Political science

*Percents do not always equal 100 due to rounding.

When asked to identify any course(s) with which they had struggled (D work or less) over the year, 39 scholars provided a total of 58 courses. Most frequently mentioned courses were psychology (16%), chemistry (9%), and math (9%); other courses comprised 22%. See Table 51 for a summary of course categories.

Scholars were then asked to select from eight options all of the reasons they believed contributed to their struggles. The three most frequently mentioned reasons were not doing well on exams (22%), not understanding course content (16%), and not liking the instructor (12%). Four reasons each received less than 10%: course was boring (9%), not paying attention in class (3%), not doing all the assignments (2%), and not liking the course (7%); 10% of the scholars selected the "other" option.

Table 51: Summary of Difficult Courses by Current Scholars

N	Percent*	Category Name
13	22%	Other
9	16%	Psychology
5	9%	Chemistry
5	9%	Math
3	5%	Science
3	5%	Calculus
3	5%	Sociology
3	5%	Biology

N	Percent*	Category Name
2	3%	Geography
2	3%	Accounting
2	3%	History
2	3%	Humanities
2	3%	Government
2	3%	Oral communications
2	3%	Philosophy

*Percents do not always equal 100 due to rounding.

Two thirds (66%) of the current scholars indicated they had been involved in the work/ study/employment program during the year. Of those 78 scholars, 68 indicated how many hours they worked per week. Two thirds (66%) indicated 6 - 10 hours, 25% said 11 - 15 hours; and 3% each said 1 - 5 hours, 16 - 20 hours, and more than 20 hours. Seventy-seven of the 78 scholars described their work study; some scholars provided multiple descriptions for a total of 83 comments. The most frequent descriptions were library (18%), clerical (14%), and cafeteria/ food services (14%). See Table 52 for a summary of work study options.

Three fourths (76%) of the current scholars indicated they had been involved in the community service component of the McKelvey Scholarship Program during the year. Of those 92 scholars, 68 indicated how many hours they spent per week on community service. More than half (57%) said 80 hours and 32% said 50 hours; the remaining 11% were idiosyncratic. Ninety of the 92 scholars described their community service activities; some scholars provided multiple descriptions for a total of 120 comments. The most frequent descriptions were working at a community school (26%), tutoring students (18%), miscellaneous activities (10%), volunteering at church (8%), and volunteering at a hospital or nursing home (8%). See Table 53 for a summary of community service options.

Experiences with McKelvey Scholarship Program. Current scholars were asked to indicate from four choices all of the ways in which their McKelvey field administrator had communicated with them. All respondents reported e-mail communications, followed by in person (39%), by telephone (42%), and by regular mail (31%). When asked to estimate the number of contacts their field administrator made per year, respondents provided both numeric responses (an actual number or a range) and narrative responses (such as "many" or countless"). Therefore, responses were coded into six categories of 1 - 5, 6 - 10, 11 - 15, 16 - 20, more than 20, and other. The most frequent responses fell into the categories of 1 - 5 and 6 - 10, with 31% each. The 16 - 20 category had 12%, the more than 20 category had 11%, 11 - 15 had 9%, and other had 5%.

Table 52: Summary of Work Study Options by Current Scholars

N	Percent*	Category Name	Representative Responses
15	18%	Library	- I worked in the library. - Media services in library.
12	14%	Administrative/clerical	- I work at the office of housing and residential life. - Clerical work at the center for education abroad.
12	14%	Cafeteria/food services	- This past year I worked in the cafeteria. - Dining hall services.
7	8%	Other	- I worked in the printing shop on campus. - Janitor.
7	8%	Technology support	- IT help desk assistant. - I work for the technical services.
7	8%	Campus security	- Dispatcher at campus police station. - Campus security.
6	7%	Athletic department	- Athletic center. - Worked concession stand for football games and basketball.
5	6%	Tutoring	- I am a writing tutor. - I tutor microeconomics and history.
3	4%	Desk sitting	- Desk sitting. - Desk sitting.
3	4%	Fine arts department	- Department of dance and theatre. - Back stage to theatre (building sets).
2	2%	Campus tour guide	- Tour guide. - Acted as a tour guide.
2	2%	Nursing home	- Work at a nursing home. - Worked at a nursing home.
2	2%	Campus box office	- Work at box office. - Campus box office.

*Percents do not always equal 100 due to rounding.

Table 53: Summary of Community Service Options by Current Scholars

N	Percent*	Category Name	Representative Responses
31	26%	Work at a community school	- Help the yearbook staff at my high school. - I volunteer at the elementary school helping out.
21	18%	Tutor students	- Summer school tutor. - Tutoring kids in grades K-8.
12	10%	Other	- Teach martial arts. - Executive assistant to the Focus Future Group.
9	8%	Volunteer at church	- Working with teenagers at church. - Webster County Christian work camp.
9	8%	Hospital/nursing home volunteer	- Volunteering at local hospital. - Volunteering at an elderly home.
7	6%	Summer recreation programs	- I will be involved with the town's summer recreational program. - Summer recreation assistant.
7	6%	Coaching	- Little league softball coach. - Helping coach my high school's cheerleading squad.
7	6%	Community programs	- Community outreach program. - Big Brother/Big Sister type program.
4	3%	Fire department	- Volunteer for fire company. - Helping volunteer fire department with their activities.
3	3%	Camp McKelvey	- Camp at Bucknell. - Mentoring at the Alderson-Broaddus Camp McKelvey.
3	3%	Mentoring	- Mentoring at high school. - Mentoring junior high students.
3	3%	Park program	- I am going to work with a park ranger who puts on educational programs. - I will work for the local park program.
2	2%	Library	- Local library. - Library volunteer.
2	2%	Undecided	- Undecided where. - Undecided, possibly create a camp and/or volunteer at hospital.

*Percents do not always equal 100 due to rounding.

Only about a fourth of the current scholars (26%) indicated their field administrator assisted them in developing a mentoring component. More than a third (36%) reported participating in the 11th grade class field trip to a college campus. Of those 43 scholars, more than half (54%) said the value of that trip was "so-so," 40% said it was very valuable, and 7% said it was not at all valuable. About a third (30%) of the scholars reported participating in a Making It Count assembly program as a junior or senior in high school. Of those 36 scholars, nearly two thirds (63%) rated the value of that experience as "so-so," 34% said it was very valuable, and only 3% said it was not at all valuable.

Current scholars were asked to rate their level of satisfaction for 12 items pertaining to the McKelvey Scholarship Program using a scale of 1 (Very Dissatisfied) to 4 (Very Satisfied). Scholars showed the highest rating of "very satisfied" for the financial amount of their scholarships (69%) and the highest rating of "very dissatisfied" for the field administrator visits to college campuses (9%) (recall that these visits were not mandatory, but rather voluntary on the part of the field administrators). Of the 54 gold scholars responding to this particular item, 54% were very satisfied with the December meeting at Penn State with the McKelveys (only gold scholars participated in this activity); 43% indicated satisfaction. As an overall measure of satisfaction (combining responses of satisfied and very satisfied), 11 of the 12 items received at least 90%; the remaining item received 62% (field administrator visits). In looking at mean scores, scholars rated "impact of the scholarship on your life" as the highest (mean of 3.72, standard deviation of 0.47) and rated "field administrator visits to the college campus" as the lowest (mean of 2.65, standard deviation of 0.82). See Table 54 for frequencies and descriptive statistics by item and Figure 13 for a visual depiction by mean ratings.

Current scholars were also asked to rate their level of satisfaction for eight items pertaining to college/university life using a scale of 1 (Very Dissatisfied) to 4 (Very Satisfied). Scholars showed the highest ratings of "very satisfied" for the college/university being attended and college/university life in general (60% each) and the highest rating of "very dissatisfied" for the college/university being attended and location of the college/university (3% each). As an overall measure of satisfaction (combining responses of satisfied and very satisfied), all eight items received at least 85%. In looking at mean scores, scholars rated "college or university life in general" as the highest (mean of 3.52, standard deviation of 0.66) and rated "location of the college or university" as the lowest (mean of 3.19, standard deviation of 0.74). See Table 55 for frequencies and descriptive statistics by item and Figure 14 for a visual depiction of mean ratings.

When asked what they liked best about the program, 118 scholars provided responses for a total of 141 comments. Financial support was named by 28%, followed by 18% for the opportunity to attend college. See Table 56 for a summary of the categories and respondents' comments. When asked what they liked least about the McKelvey Scholarship Program, 111 scholars provided responses for a total of 116 comments. The most frequent comment was that there was nothing they liked least about the program (23%), followed by a lack of communication with the field administrator (16%). See Table 57 for a summary of the categories and respondents' comments.

Scholars were asked to name one thing they would change about the McKelvey Program. One hundred six responded, with a total of 113 comments. Most frequent responses were nothing (13%) and adding college choices (11%). Ten percent each noted community service, work study, or program policies. See Table 58 for a summary of the categories and respondents' comments.

Table 54: Frequencies and Descriptive Statistics for McKelvey Scholarship Program Satisfaction Items by Current Scholars

Item	Response Options and Frequencies*				Mean	Std. Dev.
	1	2	3	4		
Application process for the scholarship	2%	--	45%	53%	3.50	0.60
Services provided by the field administrator	1%	6%	49%	44%	3.37	0.64
Communications with the field administrator	1%	8%	46%	46%	3.37	0.66
Administration of the scholarship program	--	8%	49%	43%	3.36	0.62
Financial amount of your scholarship	--	7%	24%	69%	3.63	0.61
Academic requirements for the scholarship	--	1%	39%	60%	3.59	0.51
Entrepreneurial emphasis of the program	1%	7%	57%	36%	3.27	0.62
Community service requirements	3%	6%	59%	33%	3.22	0.67
Work/study/employment requirements	4%	6%	57%	33%	3.18	0.73
Field administrator visits to the college campus	9%	30%	49%	13%	2.65	0.82
December meeting at Penn State with McKelveys	--	4%	43%	54%	3.50	0.58
Impact of the scholarship on your life	--	1%	26%	73%	3.72	0.47

*Percents do not always equal 100 due to rounding.

Table 55: Frequencies and Descriptive Statistics for College/University Satisfaction Items by Current Scholars

Item	Response Options and Frequencies*				Mean	Std. Dev.
	1	2	3	4		
The college or university you were attending	3%	7%	30%	60%	3.47	0.77
Teaching staff at the college or university	2%	8%	44%	45%	3.32	0.73
Courses you were taking	1%	7%	53%	40%	3.31	0.63
College or university life in general	1%	7%	32%	60%	3.52	0.66
Social life at the college or university	2%	11%	39%	48%	3.34	0.74
Recreational facilities at the college or university	1%	6%	47%	47%	3.39	0.64
Location of the college or university	3%	9%	52%	35%	3.19	0.74
Impact of the college or university on your life	1%	4%	41%	54%	3.48	0.62

*Percents do not always equal 100 due to rounding.

Figure 13: Mean Ratings for McKelvey Scholarship Program Satisfaction Items by Current Scholars

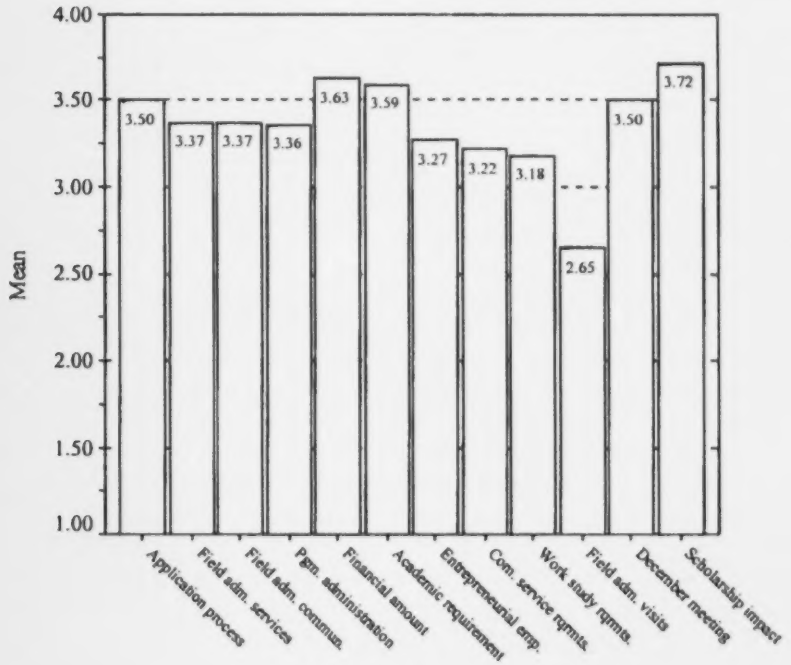

Figure 14: Mean Ratings for College/University Satisfaction Items by Current Scholars

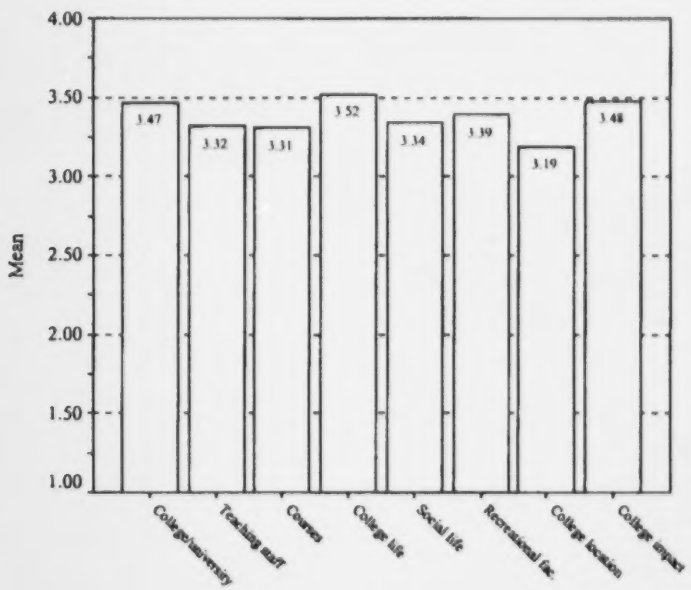

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Table 56: Description of What Liked Best About McKelvey Scholarship Program by Current Scholars

N	Percent*	Category Name	Representative Responses
40	28%	Financial support	- I will have no loans to pay off after school. - It has helped relieve the burden of having to pay for college from my family and myself.
25	18%	Opportunity to attend college	- I like the fact that the McKelveys are giving kids who may not be able to attend college the opportunity to go. - The opportunity they provide for students to go to a college or university they would not have attended otherwise.
17	12%	Other opportunities	- All the incredible opportunities outside the scholarship they have given to help us grow socially and teach us about the world and the opportunities that are out there. - It has given me incomparable opportunities to succeed.
15	11%	MFSP staff	- I love the relationships I am able to have with my field administrator and other administration. I love them like family. - I like how the field advisors keep such close contact and how they are so willing to help.
13	9%	Encouragement and support	- The encouragement to make it through school. - How the foundation takes personal interest in my life.
12	9%	Other	- I really appreciate the foundation's effort to further the education of America's rural youth. - It's ability to target students who need the scholarship the most to fulfill their collegiate goals.
8	6%	Network of scholars	- The thing I liked the most was getting to know all of the other scholars at camp. - Establishing networks with other McKelvey scholars and the experience in general.
6	4%	Community service	- The program gives back to our communities and gives us close relationships with many people. - Interaction with the community being a required component. Helps to make sure we stay involved in our community.
5	4%	Scholarship requirements	- The flexibility of the requirements. - Grades are important but not the 100% focus of receiving and keeping the scholarship.

*Percents do not always equal 100 due to rounding.

Table 57: Description of What Liked Least About McKelvey Scholarship Program by Current Scholars

N	Percent*	Category Name	Representative Responses
27	23%	Nothing or not applicable	- There is nothing that I like least about the McKelvey Scholarship Program. - No complaints.
18	16%	Lack of communication	- Sometimes I felt out of touch with my field admin. - I would like to have more contact and help understanding the details while in high school.
14	12%	Other	- Should be more information, support, and encouragement for students who wish to study abroad. - Some of the others abusing the scholarship.
11	9%	Community service	- Stringent community service restrictions. - I don't like the community service we have to do because I have a job and have to work 40 hours a week already.
11	9%	Work study	- The work study hours should be more flexible according to majors and work/class loads. - I would rather have less work study hours per week.
9	8%	Inconsistency	- The rules are different for everyone. - Other than fall 2001, I have paid for my books every semester, even though as a first year scholar they were supposed to be paid for.
7	6%	Living on campus	- That they require you to live on campus all 4 years. - I didn't like the rule of having to live on campus. I could do better if I were living in an apartment.
7	6%	Financial assistance	- The fact that it can't offer as much financial support as it used to. I am fortunate to have won the year I did. - The fact that it doesn't pay for books because they claim books are not "necessities."
5	4%	Differences among scholars	- That year 1 students had more of a chance to bond than year 2 students. They are also treated like a favored child being asked to participate in all camps. - The boundaries between the silver and gold winners.
4	3%	College choices	- I don't like how there are only certain colleges that participate. - If I actually attend a school that I want to go to I will lose my scholarship.
3	3%	Web site	- Technical difficulties are sometimes experienced on the foundation's Web site. - Not being able to log onto the Web site.

*Percents do not always equal 100 due to rounding.

Table 58: Description of Improvements to McKelvey Scholarship Program by Current Scholars

N	Percent*	Category Name	Representative Responses
15	13%	Nothing or don't know	- I really have no idea. - Not a thing!
12	11%	College choices	- Add a few more well-known universities to their list. - I would grant students the freedom to attend a school of his or her choosing.
11	10%	Community service	- Community service should be able to be completed in other places than high school. - I would make it so we could complete some of our hours during our school year at the college instead of it all in the summer time.
11	10%	Work study	- It's not fair that some were not working while others had to cram 10 hours. - Fewer or no work study hours because it only takes away from studying or work time.
11	10%	Policies	- Allow past scholars to attend the scholarship camp. - Remove restrictions on transfer students.
11	10%	Other	- Contracts need to be signed stating all obligations. - Getting to go to National Brick & Block laying contest in Kansas.
10	9%	More money/awards	- I would expand it to more counties in West Virginia. - I would try to increase financial support for future winners.
9	8%	Selection process	- I would be more selective in the scholarship process. - The way gold scholars are chosen. The board that chooses them should not be school staff/administrators.
8	7%	Field administrator	- I would try to arrange more get-togethers between the scholars and the administrators. - I would like to hear more from the field administrator.
8	7%	More contact with other scholars	- I would increase the number of meetings between the scholars over the year. - More interaction among ALL McKelvey scholars, not just the gold winners.
7	6%	Living on campus	- Shouldn't have to live on campus all 4 years. - Allow scholars to have the option to live off campus or have a single room.

*Percents do not always equal 100 due to rounding.

Nearly all of the current gold scholar respondents (92%) indicated they had attended Camp Entrepreneur or Camp McKelvey before they started attending college. Those 54 gold scholars were then asked to rate 11 items about that experience using a scale of 1 (Not At All) to 4 (Very Much). Scholars showed the highest rating of "very satisfied" for the understanding of entrepreneurial concepts and the highest rating of "very dissatisfied" for enhancing technology skills (10%). As an overall measure of satisfaction (combining responses of satisfied and very satisfied), 8 of the 11 items received more than 80%; the remaining 3 items were above 60%. In looking at mean scores, scholars rated "provided an understanding of entrepreneurial concepts" as the highest (mean of 3.74, standard deviation of 0.52) and rated "enhanced your technology skills" as the lowest (mean of 2.77, standard deviation of 0.90). Table 59 presents the items and ratings for each.

Table 59: Camp Entrepreneur/Camp McKelvey Items and Ratings by Current Gold Scholars

Item	Response Options and Frequencies*				Mean	Std. Dev.
	1	2	3	4		
Provided understanding of entrepreneurial concepts	--	4%	18%	78%	3.74	0.52
Provided you with entrepreneurial skills	2%	7%	43%	48%	3.37	0.71
Developed a network among scholarship recipients	4%	8%	38%	50%	3.35	0.79
Facilitated self-discovery through self-assessment	--	18%	39%	43%	3.24	0.75
Enhanced your personal skills	--	17%	45%	38%	3.21	0.72
Provided an experience in college living	4%	20%	44%	32%	3.04	0.82
Provided an understanding of college transitions	--	17%	57%	26%	3.09	0.66
Provided skills necessary for a successful transition	4%	11%	55%	30%	3.11	0.75
Provided exposure to today's business environment	--	19%	36%	44%	3.25	0.76
Motivated you to engage in community service	8%	23%	40%	30%	2.92	0.92
Enhanced your technology skills	10%	25%	44%	21%	2.77	0.90

*Percents do not always equal 100 due to rounding.

CONCLUSIONS

A number of conclusions can be drawn from the evaluative data presented in the findings section of this report. Although not exhaustive, they illuminate key points pertaining to the operation of the McKelvey Scholarship Program in Years 1 and 2.

Students

1. Current scholars and their parents were remarkably interested in participating in this evaluation of the McKelvey Scholarship Program, as evidenced by their high response rates.

2. Scholars are not taking full advantage of the tutoring opportunities available to them. Even though psychology was the subject they collectively scored worse in, virtually none of the scholars requested tutoring in this area. In fact, less than a third use tutoring for any subject.

3. There does not seem to be much buy-in by students as to the value of the 11th grade class trip or the Making It Count assembly program. Only about a third of the scholars report attending either event, with mixed perceptions as to their value.

4. Financial difficulties and poor academic performance are the leading causes for scholars to relinquish their scholarships and drop out of college. While discouraging, this does not point to any students dropping out as a direct result of the program. Further, it should be noted that the dropout rate is minimal (less than 10%).

5. Scholars perceive the most value from Camp McKelvey to be in the areas of social involvement and interacting with peers rather than acquiring specific knowledge or skills. Further, the final design for Camp McKelvey is still underway. Different designs have been implemented over the past couple of years, and those scholars who participated in multiple years favor a less structured, more flexible framework.

6. Scholars seem very satisfied with the McKelvey Scholarship Program, in general, and seem to have chosen postsecondary institutions that leave them feeling satisfied with their higher education experiences.

Institutions

7. The McKelvey Scholarship Program is valued by staff of the participating high schools and colleges/universities, as noted by the overwhelmingly positive comments provided by respondents and by the nearly 100% response rate on the high school surveys. However, it seems as if participating in the evaluation of the McKelvey Scholarship Program was not valued as highly by institutional staff as participating in the actual

program itself. This is evidenced by the low response rates, especially for West Virginia, to the request for graduate and enrollment data from participating high schools and colleges/universities. Conversely, though, the high school response rate for returning the staff surveys was nearly 100%. It may be that there was some confusion related to the request for graduate and enrollment data that prevented some institutions from complying with that particular request.

8. For both high schools and colleges/universities, the length of time they participated in the program had a direct effect on the results. Institutions that participated for two years showed marked increases from their first to second year of involvement. Even more positive is the fact that institutions that came on board later and participated for only one year showed better results during their first year than their earlier counterparts. This demonstrates that not only do results increase over time in the program, but that these positive results were achieved even faster with the second group of institutions.

Selection Process

9. The selection process may stand in need of some revisions. Those students who did not receive a scholarship (applicants and finalists) are attending four-year colleges anyway, using other financial options. Thus, the selection process may not be identifying and awarding scholarships to those students most in need of this opportunity. Plus, the program seems biased in favor of White female scholars (although this pattern follows a national trend). Further, it was noted by some respondents that the selection process may be unfairly favoring some students over others, i.e., in terms of student status within the school. Finally, it was not clearly evident that the selection process was identifying those students with entrepreneurial characteristics or traits, even though this component is central to the McKelvey Scholarship Program.

Disparities

10. The consistency of McKelvey staff in understanding the mission of the program and their dedication to implementing these understandings is a major strength of the program. However, at the same time, the fluidity and flexibility in the implementation process can be viewed as a weakness. There seem to be some inconsistencies in policies and regulations as implemented across the high schools and colleges/universities, both within and across years. School staff, parents, and scholars all mentioned inconsistencies such as changing policies mid-year or from year to year, the "gray" areas in scholar selection, and being unable to clearly understand scholarship regulations and requirements.

11. There seems to be a disparity between the level of communication between field administrators and scholars. McKelvey staff mentioned such communication as one of the strengths of the program, yet scholars and parents both suggest this area could be improved. More than a third of the scholars express dissatisfaction with the number of field administrator visits, and less than half report any visits in person. However, it is

important to keep in mind that these campus visits were actually voluntary on the part of the field administrators and not a required component of the program.

Overall

12. The McKelvey Scholarship Program does seem to be serving a real need by providing opportunities for rural, entrepreneurial youth to obtain a postsecondary education. The program enables students to attend a four-year college, who may otherwise have been unable to do so, and also provides access to postsecondary institutions they may not have otherwise considered. By and large, the program is well received, supported, and appreciated by students, parents, high schools, and colleges/universities.

13. In sum, the McKelvey Scholarship Program has made a great deal of impact and progress in the lives of students and their families over the first two years of implementation. However, as expected in any new undertaking, there is room for improvement. These suggestions are discussed in the following section.

RECOMMENDATIONS

Based on the conclusions presented earlier, a number of recommendations are offered for McKelvey staff to review. These recommendations are offered in the spirit of refining the McKelvey Scholarship Program to further its effectiveness in helping youth, and not to denigrate the accomplishments achieved to date. From the options below, perhaps staff could select those they deem most important or "doable" to focus their program improvements. The reader should keep in mind that some of these recommended revisions may have already been identified and/or implemented by McKelvey staff during Year 3 of the program.

1. Investigate the underlying reason(s) for the low response rates from the high schools and colleges/universities pertaining to the record research component of the evaluation, especially given the very high response rates for the high school survey. Although West Virginia certainly had the lowest response rate for the record research component, there was nonresponse by Pennsylvania and New York as well. Perhaps alternative methods for securing future evaluative data from some of the participating colleges/universities and high schools may be necessary, i.e., direct requests from the McKelvey Foundation or even a follow-up letter from the McKelvey Foundation to nonresponding institutions.

2. Continue Camp McKelvey in the future, but redesign it to reflect more of a balance between the highly structured and tightly organized original design and the more open and less structured activities of the 2003 camps. Staff might consider soliciting designs and plans for hosting and managing Camp McKelvey at different college/university campuses from teams of scholars and administrators at those institutions. Or, developing criteria for evaluating the new designs or plans and judging any submissions using those criteria.

3. Staff should celebrate among themselves the many favorable written comments supplied by parents, high school staff, current scholars, and college/university staff for this evaluation. Further, these supportive quotations could be used for public relations, dissemination, and/or testimonial purposes.

4. Efforts should be made to increase communications from the field administrators with both the scholars and their families. This could take the form of newsletters, e-mails, letters, or through the Web site. In addition, given the emphasis and importance that scholars place on the campus visits, program staff may want to consider making this an actual part of the program and not just a voluntary activity for the field administrators.

5. The policies, guidelines, and practices of the McKelvey Scholarship Program should be codified, written, communicated, and implemented consistently by administrators of the program in the high schools and colleges/universities across the three states. This continuity would enable school staff, parents, scholars, and potential scholars to more fully understand the regulations and requirements of the program.

6. Consideration should be given to adjusting the selection process in an attempt to better identify and secure "gems in the rough" among high school seniors in participating high schools. Instituting the "bronze" scholarship level is one step in the right direction. The adjustment may be made in the composition of the committee of high school staff or, if that is impractical, through better educating the high school staff as to the aims of the McKelvey Scholarship Program. Further, staff might want to consider gender and racial disparities as they think about the selection process, within the confines of the demographic composition of students within their participating schools.

7. The student selection process could be enhanced by adding in the administration and utilization of a formal career assessment instrument that could help identify entrepreneurial traits in applicants. This could be implemented for all applicants, or if this is cost prohibitive, could be implemented for the finalists before their interviews with McKelvey staff. After investigating the available career assessment instruments as classified, described, and reviewed in Kapes and Whitfield (2002), we suggest the implementation of the *Self-Directed Search* instrument by John Holland. There are several different versions of this well-known career assessment instrument and several scoring options for each (self-scoring, professional report service, and local software scoring). Specifically, we recommend that the self-scoring version of the *Self-Directed Search – Form R: 4th Edition* (SDS-R) be used in the scholar selection. For more information on Holland's SDS-R, see Kapes and Whitfield (2002); for ordering information, visit www.parinc.com.

8. Encourage scholars' use of available tutoring. This resource seems undervalued by scholars, given their struggles with math and psychology and their low rate of tutoring usage. Increased tutoring could be most beneficial in these subject areas.

9. Continue updating the McKelvey Scholarship Web site and adding and revising the records that are stored therein. We understand that this site is now a "work in progress" and that previously-stored electronic data are irrecoverable.

10. Consider adjusting the community service requirements. Scholars noted the difficulty in holding summer jobs, which were needed to help them financially. Perhaps this requirement could be spread over the year, rather than be entirely summer-based. Or, participating in designing a future Camp McKelvey or serving as a mentor during Camp McKelvey could count as work study or community service for the scholars.

11. Investigate why scholars are requesting more college/university choices. By determining whether these requests are based on the availability of majors, geographic location, school size, etc., staff would have more data on which to base their decisions.

12. Investigate whether those applicants and finalists who did not return a completed survey were also enrolled full-time in a college or university. This may help determine whether the most appropriate candidates are making it into the McKelvey Scholarship Program. Further, for those applicants and finalists who reported attending college without the

scholarship, investigate the difference between the two groups in terms of living on campus (26 or 72% of the applicants and only 2 or 25% of the finalists).

13. Consider continuing the evaluation of the McKelvey Scholarship Program for Phase 2 (including Year 3) and Phase 3 (including Year 4). With such longitudinal data covering four years of program participation, it will be possible to assess whether the program is truly enabling students to complete their postsecondary education and whether program adjustments are further benefiting students.

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APPENDIXES

Appendix A:

Map of Participating States, High Schools,
Colleges and Universities, and Field Administrators

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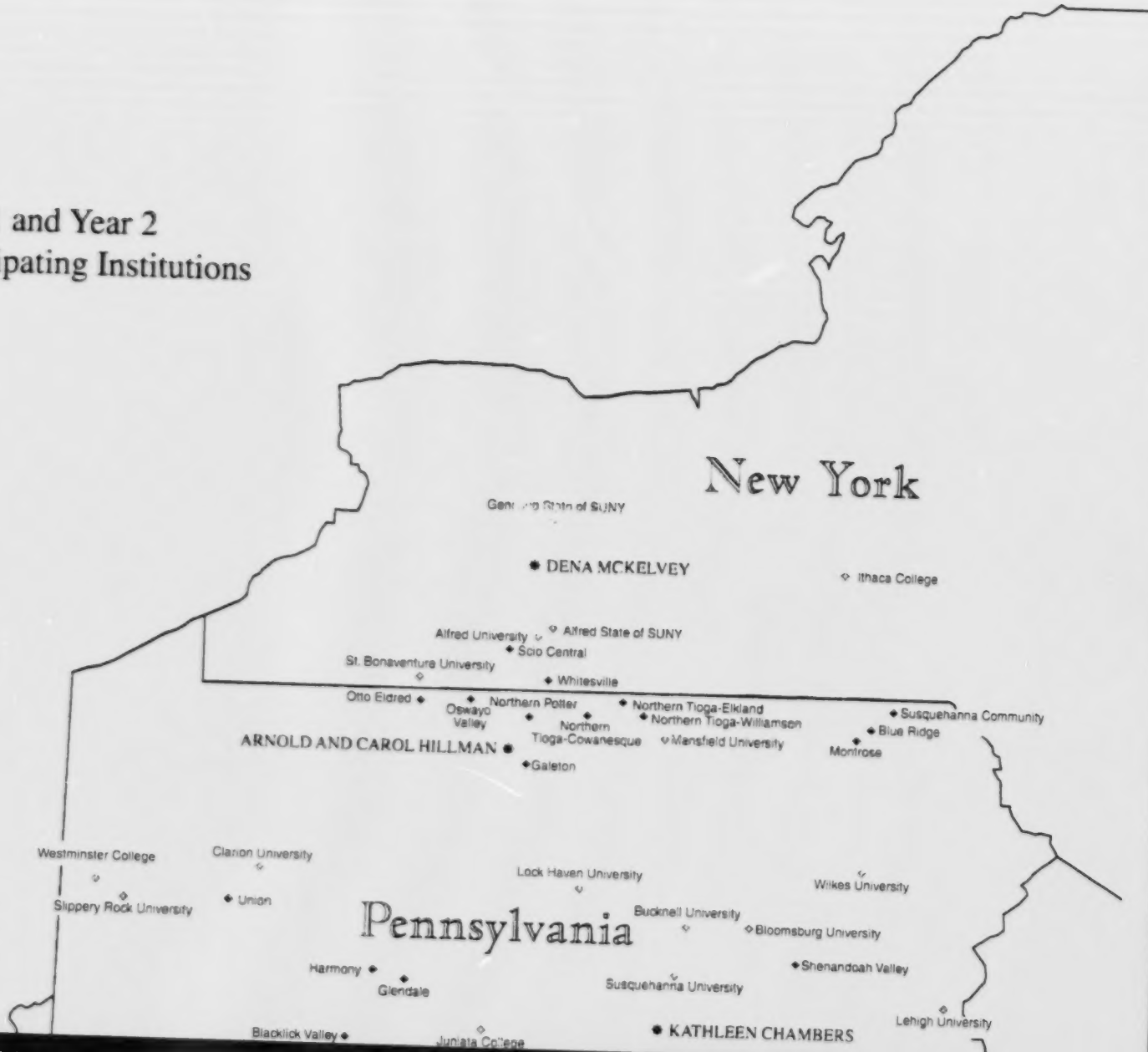
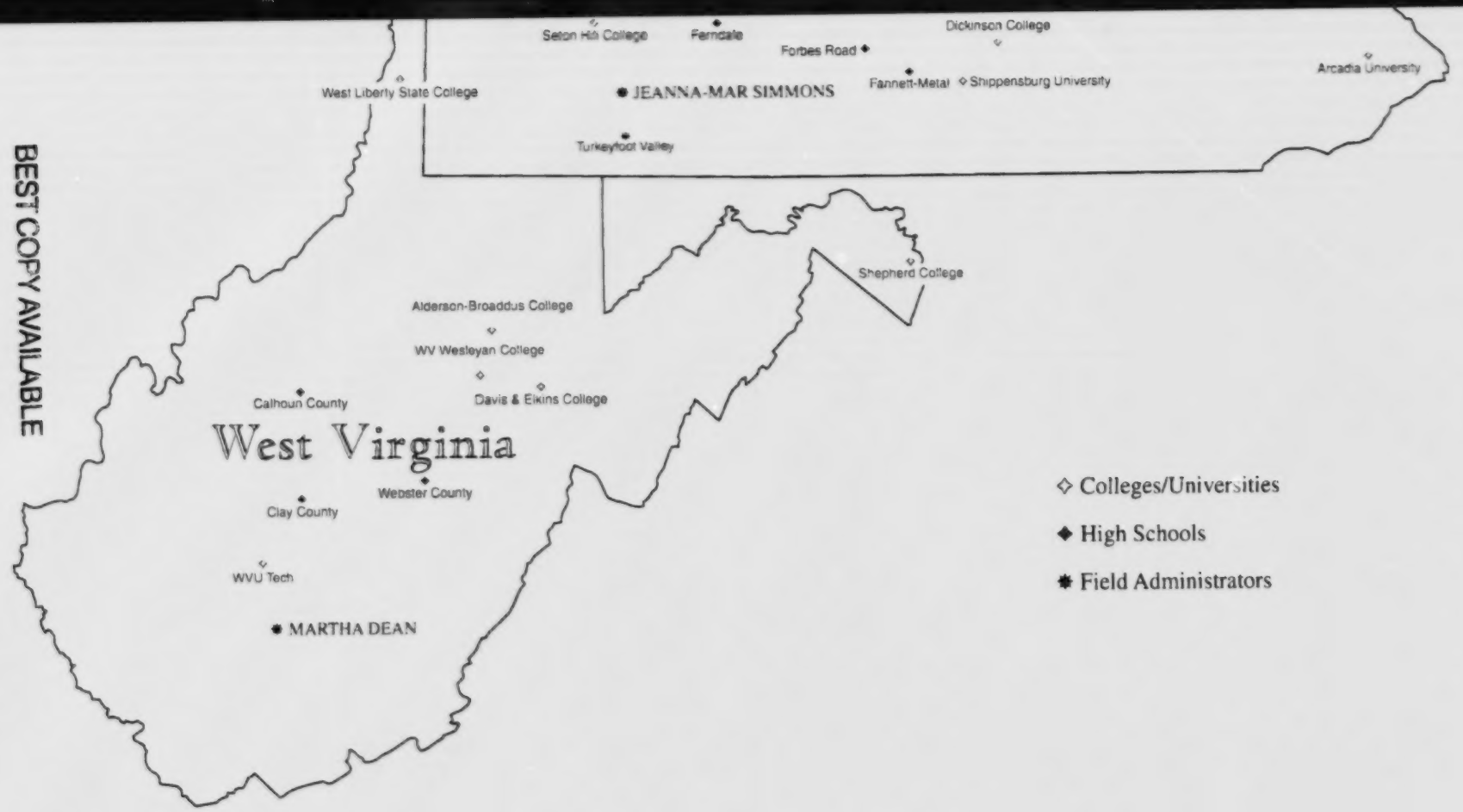
Year 1 and Year 2 Participating Institutions





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Appendix B:

Completed Evaluation Standards Checklist

Checklist for Applying the Standards

To interpret the information provided on this form, the reader needs to refer to the full text of the standards as they appear in Joint Committee on Standards for Educational Evaluation, *The Program Evaluation Standards* (1994), Thousand Oaks, CA, Sage.

The Standards were consulted and used as indicated in the table below (check as appropriate):

Descriptor		The Standard was addressed	The Standard was partially addressed	The Standard was not addressed	The Standard was not applicable
U1	Stakeholder Identification	✓			
U2	Evaluation Credibility	✓			
U3	Information Scope and Selection	✓			
U4	Values Identification	✓			
U5	Report Clarity	✓			
U6	Report Timeliness and Dissemination	✓			
U7	Evaluation Impact	✓			
F1	Practical Procedures	✓			
F2	Political Viability	✓			
F3	Cost Effectiveness	✓			
P1	Service Orientation	✓			
P2	Formal Agreements	✓			
P3	Rights of Human Subjects	✓			
P4	Human Interactions	✓			
P5	Complete and Fair Assessment	✓			
P6	Disclosure of Findings	✓			
P7	Conflict of Interest	✓			
P8	Fiscal Responsibility	✓			
A1	Program Documentation	✓			
A2	Context Analysis	✓			
A3	Described Purposes and Procedures	✓			
A4	Defensible Information Sources	✓			
A5	Valid Information	✓			
A6	Reliable Information	✓			
A7	Systematic Information	✓			
A8	Analysis of Quantitative Information	✓			
A9	Analysis of Qualitative Information	✓			
A10	Justified Conclusions	✓			
A11	Impartial Reporting	✓			
A12	Metaevaluation	✓			

The Program Evaluation Standards (1994, Sage) guided the development of this (check one):

_____ request for evaluation plan/design/proposal
_____ evaluation plan/design/proposal
_____ evaluation contract
__✓__ evaluation report
_____ other: _____

Name Kimberly S. Cowley Date 2/16/03

Kimberly S. Cowley
(signature)

Position or Title Research & Evaluation Specialist

Agency AEL

Address P. O. Box 1348, Charleston, WV 25325

Relation to Document Co-Author
(e.g., author of document, evaluation team leader, external auditor, internal auditor)

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Appendix C:

Staff Interview Protocol

AEL, 4/14/03, ksc
McKelvey Key Staff Interview Protocol

Interviewees: Andrew McKelvey, Dena McKelvey, Arnold Hillman, Carol Hillman, Jeanna-Mar Simmons, Kathleen Chambers, Martha Dean, Paul Camara, and Rozanne Previty

(to take place by phone)

1. In your own words, describe the mission and goals of the McKelvey Scholarship Program.

2. Tell me about the organizational process for the McKelvey scholarships, i.e., how does the program operate?

3. Tell me about the administrative process, i.e., how are things documented (paperwork, electronic files, etc.)?

4. What is your role in the McKelvey Program, and what are your major tasks?

5. How does the role you play impact the students?

6. What do you think is the major strength of the McKelvey program?

7. Conversely, what do you think is the major weakness of the program?

8. What's the one thing you would most like to change about the program and how would you change it?

9. Here's your chance to tell me anything else you would like me to know about the McKelvey Scholarship Program.

Appendix D:

Mentor Interview Protocol

Camp McKelvey Mentor Interview Protocol ksc, 6/9/03

Now that you've actually experienced college life, think back to your first experience with Camp McKelvey.

1. Describe your overall impressions of your experience at Camp McKelvey that first year you attended. (probes: was it what was expected, did it meet your needs)

2. Describe any specific knowledge or skills gained during your camp experience that you've used since that time.

3. Describe any specific knowledge or skills gained during your camp experience that you haven't had an opportunity to use yet, but plan to in the future.

4. What's different (better or worse) comparing your camp experience to what new scholars are experiencing?

5. Now that you're serving as a mentor for new scholars attending Camp McKelvey this year, how valuable do you think this experience will be for them and why?

6. How are you adding to their experience by working as a mentor?

7. As a mentor, what is the one most important thing you want to share with new scholars?

8. How does your working as a mentor benefit you personally? (probes: academically, socially, etc.)

9. What is the greatest value of attending Camp McKelvey?

10. What one thing would you most like to change about Camp McKelvey?

11. Any other comments you would like to make related to your experience with Camp McKelvey.

Appendix E:

Cover Letter, Data Sheet, and Narrative Comments Sheet
Sent to Pennsylvania Colleges and Universities

May 2, 2003

FOR PA UNIVERSITIES (N = 11 for Year 1 and 4 for Year 2; total of 15)
(merge names and addresses)

Dear NAME:

As an earlier e-mail message from Carol Hillman indicated, AEL has been contracted to conduct an external formative evaluation of the McKelvey Scholarship Program to Distribute Scholarships to Entrepreneurial Rural Students in the States of Pennsylvania, New York, and West Virginia. We plan on utilizing a variety of data collection strategies, such as surveys and interviews of key stakeholders, to gather comprehensive and in-depth data about the program. As part of the evaluation, we need your assistance.

Current scholarship recipients have graduated from one of the 19 participating Pennsylvania high schools, and are now attending one of the 15 participating universities in Pennsylvania. As one measure of program impact, we would like to identify any differences in the college-going rates of students from these high schools. Therefore, we'd like you to provide us with some critical data, which includes:

1. The number of students enrolled full time at your institution from each of the 19 high schools for the four academic school years of 1999-2000, 2000-2001, 2001-2002, and 2002-2003. This will give us two years prior to the start of the McKelvey program, and the first two years the program has been in operation.

2. Your insights on other information that would be important for us to know about as we look at how the program has impacted Pennsylvania youth over the past couple of years. This could include such things as participation of McKelvey scholarship recipients' participation in honors programs or extracurricular activities (i.e., sports, student council, community service, etc.).

The enclosed Data Sheet provides space for you to indicate by school and by year the enrollment data as described above. The enclosed Narrative Comments Sheet can be used to provide us with other pertinent information like that described above or to suggest other aspects for us to investigate as part of our evaluation of the McKelvey program. Please use the enclosed self-addressed, postage-paid envelope to return these forms by May 15, 2003.

Thanks for your participation. We look forward to receiving your insights about this scholarship program. Please feel free to contact me if you have any questions: call me at 800-624-9120 or e-mail me at cowleyk@ael.org.

Sincerely,

Kimberly S. Cowley
Research and Evaluation Specialist

Enclosures
cc: Merrill L. Meehan, AEL; Arnold Hillman, McKelvey Foundation

Data Sheet
Pennsylvania Universities Participating in the McKelvey Program

Name of university: _____

Participating Pennsylvania High Schools	Number of Students Enrolled Full Time at Your University			
	Academic School Year 1999-2000	Academic School Year 2000-2001	Academic School Year 2001-2002	Academic School Year 2002-2003
Blacklick Valley High School				
Blue Ridge High School				
Fannett-Metal High School				
Ferndale High School				
Forbes Road High School				
Galeton High School				
Glendale High School				
Harmony High School				
Montrose High School				
Northern Potter High School				
Elkland High School				
Williamson High School				
Cowanesque High School				
Oswayo Valley High School				
Otto-Eldred High School				
Shenandoah Valley High School				
Susquehanna Community High School				
Turkeyfoot Valley High School				
Union High School				

AEL, 4/30/03

Narrative Comments Sheet
Pennsylvania Universities Participating in the McKelvey Program

Name of university: _____

Appendix F:

Applicant/Finalist Cover Letters and Surveys

May 2, 2003

YEAR 2 APPLICANTS
merge names/addresses
(N = 74)

Dear NAME:

AEL is an educational agency in Charleston, WV, that has been contracted to conduct an evaluation of the McKelvey Scholarship Program to Distribute Scholarships to Entrepreneurial Rural Students in the States of Pennsylvania, New York, and West Virginia. We plan on utilizing a variety of data collection strategies to gather comprehensive and in-depth information about the program. Your cooperation in this evaluation can help us obtain some of that information.

The records that we have indicate that you were an applicant for school year 2002-03, but that you were not selected to receive a McKelvey scholarship for college. The enclosed survey includes six questions related to your future plans. Please complete this brief survey and return it in the enclosed self-addressed, postage-paid envelope.

As one way of showing our appreciation to those who complete and return the survey, we're holding a drawing to give two lucky recipients a Sony Car Ready Walkman CD player. If you would like to be entered in this drawing, be sure to complete your survey, fill in your name and address, and return the survey by May 15, 2003. Your name will only be used for the drawing; survey responses will be summarized anonymously.

It's very important that we hear from you so that we have a full understanding of the McKelvey Program. Please feel free to contact me by phone (800-624-9120) or e-mail (cowleyk@ael.org) if you have any questions. Thanks for participating!

Sincerely,

Kimberly S. Cowley
Research and Evaluation Specialist

Enclosures

cc: Merrill L. Meehan, AEL
Arnold Hillman, McKelvey Foundation

McKelvey Scholarship Program Applicant Survey

Thank you for participating in AEL's evaluation of the McKelvey Scholarship Program. Your insights are important to help us fully understand the program.

PLEASE FILL IN EACH CIRCLE COMPLETELY: LIKE THIS ● NOT THIS ⊘ ✓

1. Have you decided to attend college anyway, even without a McKelvey Scholarship? **(Select only one.)**

   O Yes, a full-time basis --> (If **full-time**, please complete the entire survey.)
   O Yes, a part-time basis --> (If **part-time**, please stop now and return the survey.)
   O No --> (If **no**, please stop now and return the survey.)

   (If you selected part-time or no, you're still eligible for the drawing for the two Sony CD players! Be sure to fill in your name/address on the reverse side if you want to participate in the drawing.)

2. When did or will you start attending college? **(Select only one.)**

   O Already enrolled and attending college
   (started in Month/Year: _____)
   O Plan to attend college in the summer of 2003
   O Plan to attend college in the fall of 2003
   O Plan to attend college in the spring of 2004

3. Where are you or will you reside while attending college? **(Select only one.)**

   O Living on campus (i.e., dorm or campus apartment)
   O Living near campus (i.e., rental or fraternity/sorority housing)
   O Commuting from home
   O Other (please describe): _____

PLEASE CONTINUE ON THE REVERSE SIDE.

Be sure to fill in your name and address on the reverse side in order to be eligible for the drawing!

AEL, 5/1/03

4. How are you financing your college education? **(Select all that apply.)**

- O Student loans
- O Scholarships or grants
- O Paying for myself by working
- O Parents or other family members are paying
- O My employer is paying
- O Other (please describe): _____

5. What type of postsecondary institution have you selected? **(Select only one.)**

- O Two-year or community college
- O Four-year college or university
- O Vocational or other trade school
- O Other (please describe): _____

6. On a scale of 1 (Not at all) to 5 (Very much), to what extent did applying for the McKelvey Scholarship help you:

	Not at all				Very much
Clarify your educational goals	①	②	③	④	⑤
Become more aware of financial aid opportunities	①	②	③	④	⑤
Become more aware of alternative postsecondary opportunities	①	②	③	④	⑤
Become more determined to somehow obtain a postsecondary education	①	②	③	④	⑤

To be entered in the drawing for the Sony CD players, fill in your name and address.

Name: _____

Address: _____

_____

May 2, 2003

FOR YEAR 1 FINALISTS (N = 14)
(merge names/addresses)

Dear NAME:

AEL is an educational agency in Charleston, WV, that has been contracted to conduct an evaluation of the McKelvey Scholarship Program to Distribute Scholarships to Entrepreneurial Rural Students in the States of Pennsylvania, New York, and West Virginia. We plan on utilizing a variety of data collection strategies to gather comprehensive and in-depth information about the program. Your cooperation in this evaluation can help us obtain some of that information.

The records that we have indicate that you were interviewed in December 2000 as a finalist in school year 2001-02, but that you were not ultimately selected to receive a McKelvey scholarship for college. The enclosed survey includes six questions related to your educational plans. Please complete this brief survey and return it in the enclosed self-addressed, postage-paid envelope.

As one way of showing our appreciation to those who complete and return the survey, we're holding a drawing to give two lucky recipients a Sony Car Ready Walkman CD player. If you would like to be entered in this drawing, be sure to complete your survey, fill in your name and address, and return the survey by May 15, 2003. Your name will only be used for the drawing; survey responses will be summarized anonymously.

It's very important that we hear from you so that we have a full understanding of the McKelvey Program. Please feel free to contact me by phone (800-624-9120) or e-mail (cowleyk@ael.org) if you have any questions. Thanks for participating!

Sincerely,

Kimberly S. Cowley
Research and Evaluation Specialist

Enclosures

cc: Merrill L. Meehan, AEL
Arnold Hillman, McKelvey Foundation

McKelvey Scholarship Program Finalist Survey

Thanks for participating in AEL's evaluation of the McKelvey Scholarship Program. Your insights are important to help us fully understand the program.

PLEASE FILL IN EACH CIRCLE COMPLETELY: **LIKE THIS** ● NOT THIS ⊘ ✓

1. Have you decided to attend college anyway, even without a McKelvey Scholarship? **(Select only one.)**

   O Yes, a full-time basis --> (If **full-time**, please complete the entire survey.)
   O Yes, a part-time basis --> (If **part-time**, please stop now and return the survey.)
   O No --> (If **no**, please stop now and return the survey.)

   (If you selected part-time or no, you're still eligible for the drawing for the two Sony CD players! Be sure to fill in your name/address on the reverse side if you want to participate in the drawing.)

2. When did or will you start attending college? **(Select only one.)**

   O Already enrolled and attending college
   (started in Month/Year: _____)
   O Plan to attend college in the summer of 2003
   O Plan to attend college in the fall of 2003
   O Plan to attend college in the spring of 2004

3. Where are or will you reside while attending college? **(Select only one.)**

   O Living on campus (i.e., dorm or campus apartment)
   O Living near campus (i.e., rental or fraternity/sorority housing)
   O Commuting from home
   O Other (please describe): _____

PLEASE CONTINUE ON THE REVERSE SIDE.

Be sure to fill in your name and address on the reverse side in order to be eligible for the drawing!

AEL, 5/1/03

4. How are you financing your college education? **(Select all that apply.)**

- O Student loans
- O Scholarships or grants
- O Paying for myself by working
- O Parents or other family members are paying
- O My employer is paying
- O Other (please describe): _____

5. What type of postsecondary institution have you selected? **(Select only one.)**

- O Two-year or community college
- O Four-year college or university
- O Vocational or other trade school
- O Other (please describe): _____

6. On a scale of 1 (Not at all) to 5 (Very much), to what extent did applying for the McKelvey Scholarship help you:

	Not at all				Very much
Clarify your educational goals	①	②	③	④	⑤
Become more aware of financial aid opportunities	①	②	③	④	⑤
Become more aware of alternative postsecondary opportunities	①	②	③	④	⑤
Become more determined to somehow obtain a postsecondary education	①	②	③	④	⑤

To be entered in the drawing for the Sony CD players, fill in your name and address.

Name: _____

Address: _____

_____

Appendix G:

High School Staff Cover Letters and Survey

SUPERINTENDENT COVER LETTER FOR HIGH SCHOOL STAFF SURVEY

MERGE NAME
SCHOOL
ADDRESS
CITY STATE ZIP

Dear Dr. NAME:

Your district is participating in the McKelvey Foundation Scholarship Program. At least one of your previous graduates has been awarded one of the college scholarships. AEL is an educational research agency in Charleston, WV, that has been contracted to conduct an evaluation of the McKelvey Program. We plan on utilizing a variety of data collection strategies to gather comprehensive and in-depth information about the program. As part of that evaluation, your cooperation in this evaluation can help us obtain some of that information.

The enclosed survey focuses on your district's experiences with the McKelvey Program. **We would like to request that you or one of your staff members complete this survey and return it in the enclosed self-addressed, postage-paid envelope by May 30, 2003.** Or, if you feel that a staff member at the high school is more familiar with and involved in the McKelvey Program, please forward this survey to that person. Be assured that all responses will be confidential; no names will be used to identify any respondents. It only takes about 15 minutes to complete the survey, and the respondent may use either a pencil or pen.

It's very important that we hear from you or your staff so that we have a full understanding of the McKelvey Program. Please feel free to contact me by phone (800-624-9120) or e-mail (cowleyk@ael.org) if you have any questions. Thanks for your cooperation and participation.

Sincerely,

Kimberly S. Cowley
Research and Evaluation Specialist

Enclosures

cc: Merrill L. Meehan, AEL; Arnold Hillman, McKelvey Foundation

SUPERINTENDENT COVER LETTER FOR HIGH SCHOOL STAFF SURVEYS

MERGE NAME
SCHOOL
ADDRESS
CITY STATE ZIP

Dear Dr. NAME:

Your district is participating in the McKelvey Foundation Scholarship Program. At least one of your previous graduates has been awarded one of the college scholarships. AEL is an educational research agency in Charleston, WV, that has been contracted to conduct an evaluation of the McKelvey Program. We plan on utilizing a variety of data collection strategies to gather comprehensive and in-depth information about the program. As part of that evaluation, your cooperation in this evaluation can help us obtain some of that information.

The enclosed surveys focus on your district's experiences with the McKelvey Program. **We would like to request that you or one of your staff members complete one survey for each participating high school in your district and return them in the enclosed self-addressed, postage-paid envelopes by May 30, 2003. Or, if you feel that a staff member at each high school is more familiar with and involved in the McKelvey Program, please forward the surveys to those high school staff.** Be assured that all responses will be confidential; no names will be used to identify any respondents. It only takes about 15 minutes to complete the survey, and respondents may use either a pencil or pen.

It's very important that we hear from you or your staff so that we have a full understanding of the McKelvey Program. Please feel free to contact me by phone (800-624-9120) or e-mail (cowleyk@ael.org) if you have any questions. Thanks for your cooperation and participation.

Sincerely,

Kimberly S. Cowley
Research and Evaluation Specialist

Enclosures

cc: Merrill L. Meehan, AEL; Arnold Hillman, McKelvey Foundation

McKelvey Foundation Scholarship Program

2003 HIGH SCHOOL STAFF SURVEY

At least one of your previous graduates has been awarded a McKelvey scholarship to attend a college or university. As part of an evaluation of this program, we are asking one key staff member at each participating high school to complete this survey concerning his/her perceptions of the program.

PLEASE FILL IN EACH CIRCLE COMPLETELY: Like this ● Not this ⊘ ✓

1. What is your position at the high school?

   O Principal/asst. prin. O Guidance counselor
   O Teacher O Other (describe): _____

2. How many of your graduates received McKelvey scholarships for college academic years 2001-02 and 2002-03?

   2001-02 ---> _____ Males _____ Females
   (i.e., graduated from high school in 2001)

   2002-03 ---> _____ Males _____ Females
   (i.e., graduated from high school in 2002)

3. In your opinion, how many of the students who received a scholarship would not have been able to attend any college/university without the scholarship?

   _____

4. In your opinion, how many of the students who received a scholarship would not have been able to attend the particular college or university they are now attending?

   _____

--OVER--

© by AEL

5/14/03

5. Do you feel that the selection process for scholars is well-formulated?

O Yes O No

6. Are you satisfied with the results of the selection process?

O Yes O No

7. Which of the following types of influence has the McKelvey Foundation Program had/is having in your school and/or community. **(Select all that apply.)**

O Makes students more optimistic about going to a college or university
O Motivates faculty to better prepare students for a college/university
O Enhances advisement/counseling program for postsecondary education
O Increases students' perceived value of a college education
O Increases family members' perceived value of a college education
O Makes family members more optimistic about college availability
O Increases community pride in the school system
O Enhances students' opportunities for a college/university education
O Increases community outlook for future economic benefits
O Reduces the financial burden of postsecondary education
O Other community impact (describe): _____
O Other school impact (describe): _____
O Other family impact (describe): _____

8. Has a McKelvey field administrator initiated contact with your school's superintendent?

O Yes O No O Don't know

9. Has a McKelvey field administrator initiated contact with your school's guidance counselor?

O Yes O No O Don't know

10. Has a McKelvey field administrator initiated contact with other school district representatives?

O Yes O No O Don't know

11. Has a McKelvey field administrator assisted with scheduling the junior class field trip?

O Yes O No O Don't know

12. Estimate the number of times this school year that the McKelvey field administrator has contacted any of your school staff.

_____

Rate your level of satisfaction with each of the following aspects of the McKelvey Foundation Program, using a scale of:

4 = Very Satisfied (VS), 3 = Satisfied (S), 2 = Dissatisfied (D), 1 = Very Dissatisfied (VD)

		VS	S	D	VD
13.	Information provided about the program	(4)	(3)	(2)	(1)
14.	McKelvey selection process	(4)	(3)	(2)	(1)
15.	Selection results, i.e., most appropriate students	(4)	(3)	(2)	(1)
16.	Support of McKelvey field administrators	(4)	(3)	(2)	(1)
17.	Continuity of McKelvey program across years	(4)	(3)	(2)	(1)
18.	Involvement of high school staff with program	(4)	(3)	(2)	(1)
19.	Application process for the scholarship	(4)	(3)	(2)	(1)
20.	Services provided to scholars by field adm.	(4)	(3)	(2)	(1)
21.	Communications between field adm. and scholars	(4)	(3)	(2)	(1)
22.	Administration of the scholarship program	(4)	(3)	(2)	(1)
23.	Financial amount of scholarships	(4)	(3)	(2)	(1)

--OVER--

4 = Very Satisfied (VS), 3 = Satisfied (S), 2 = Dissatisfied (D), 1 = Very Dissatisfied (VD)

		VS	S	D	VD
24.	Academic requirements for scholarships	(4)	(3)	(2)	(1)
25.	Entrepreneurial emphasis of the program	(4)	(3)	(2)	(1)
26.	Community service requirements	(4)	(3)	(2)	(1)
27.	Work/study/employment requirements	(4)	(3)	(2)	(1)
28.	Field administrator visits to college campuses	(4)	(3)	(2)	(1)
29.	December meeting at Penn State with McKelveys	(4)	(3)	(2)	(1)
30.	Impact of the scholarships on students' lives	(4)	(3)	(2)	(1)

31. Overall, what do you like best about the McKelvey Foundation Scholarship Program?

_____

_____

32. Overall, what do you like least about the McKelvey Foundation Scholarship Program?

_____

_____

33. What one thing would you change about the McKelvey Foundation Scholarship Program?

_____

_____

Please return your completed survey by May 30, 2003. Thanks for your participation!

Appendix H:

Dropout Scholar Cover Letter and Survey

COVER LETTER FOR SURVEY FOR SCHOLARS WHO WITHDREW

MERGE NAME
ADDRESS
CITY STATE ZIP

Dear NAME:

You received a college scholarship for the 2002-03 college academic year from the McKelvey Foundation. According to their records, you are no longer using that scholarship. AEL is an educational research agency in Charleston, WV, that has been contracted to conduct an evaluation of the McKelvey Program. We plan on utilizing a variety of data collection strategies to gather comprehensive and in-depth information about the program. As a former scholar, your cooperation in this evaluation can help us obtain some of that information.

The enclosed survey focuses on your experiences with the McKelvey Program, and your reasons for not utilizing the scholarship. **Please complete this survey and return it in the enclosed self-addressed, postage-paid envelope by May 30, 2003.** All responses will be confidential; no names will be used to identify any respondents. It only takes about 15 minutes to complete the survey, and you may use either a pencil or pen to fill in your responses.

As one way of showing our appreciation to those who complete and return the survey, we're holding a drawing to give two lucky recipients a Sony Car Ready Walkman CD player. If you would like to be entered in this drawing, be sure to complete your survey, fill in your name and address, and return it by May 30 , 2003. Your name and address will only be used for the drawing.

It's very important that we hear from you so that we have a full understanding of the McKelvey Program. Please feel free to contact me by phone (800-624-9120) or e-mail (cowleyk@ael.org) if you have any questions. Thanks for participating!

Sincerely,

Kimberly S. Cowley
Research and Evaluation Specialist

Enclosures
cc: Merrill L. Meehan, AEL; Arnold Hillman, McKelvey Foundation

McKelvey Foundation Scholarship Program

2003 FOLLOW-UP SURVEY

Thank you for participating in AEL's evaluation of the McKelvey Foundation Scholarship Program. Your insights are important to help us fully understand the program.

PLEASE FILL IN EACH CIRCLE COMPLETELY: Like this ● Not this ⊘ ✓

1. Why are you no longer using the McKelvey scholarship you were awarded?

   O Transferred to a non-McKelvey college or university
   O Am commuting to a McKelvey college or university, rather than living on campus
   O Dropped out of college entirely

2. Why did you make the above decision?

   _____

   _____

Demographic Information

3. What is your gender? O Male O Female

4. What is your ethnicity?

   O American Indian or Alaska Native
   O Asian
   O Black or African American
   O Hispanic or Latino
   O Native Hawaiian or Pacific Islander
   O White
   O Biracial
   O Multiracial

--OVER--

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5. What was the highest education level achieved by your parents or guardians?

MOTHER		FATHER	
O	Less than high school	O	Less than high school
O	High school diploma	O	High school diploma
O	Some college	O	Some college
O	College degree	O	College degree

6. What is your parents or guardians' total annual income?

O	Less than $20,000	O	$40,000 - $49,999
O	$20,000 - $29,999	O	$50,000 - $59,999
O	$30,000 - $39,999	O	$60,000 or more

7. What is your father or male guardian's occupation?

_____

8. What is your mother or female guardian's occupation?

_____

Academic Information

9. What was your overall high school grade point average (GPA) AND its related scale?

_____ GPA on a scale of _____

10. What was your most recent college grade point average (GPA) AND its related scale, if you had one?

_____ GPA on a scale of _____

11. Did you complete a semester or quarter before you withdrew, transferred to a different college, or started commuting?

O Yes O No

12. If yes to #11, list the courses you took during that semester or quarter and select the grade earned for each course.

Course names:	Grade Earned A	B	C	D	F	Pass	With-drew
_____	O	O	O	O	O	O	O
_____	O	O	O	O	O	O	O
_____	O	O	O	O	O	O	O
_____	O	O	O	O	O	O	O
_____	O	O	O	O	O	O	O
_____	O	O	O	O	O	O	O
_____	O	O	O	O	O	O	O

13. Did you use any tutoring services while using the McKelvey scholarship?

O Yes O No

14. If yes to #13, for which course(s)?

_____

15. Were you failing any courses at the time you stopped using the scholarship?

O Yes O No

16. If yes to #15, what course(s)?

_____

17. For any course(s) with which you struggled (D work or less) while using the scholarship, list the course names and select all of the relevant reasons. **(Select all that apply.)**

Course names: _____

O Didn't understand content
O Course was boring
O Didn't like the instructor
O Didn't pay attention in class
O Didn't do all assignments
O Didn't do well on exams
O Didn't like the course
O Other

--OVER--

18. Were you involved in the Work/Study/Employment program while using the scholarship?

O Yes O No

19. If yes to #18, what did you do AND for how many hours per week?

_____

20. Were you involved in the community service component of the McKelvey program while using the scholarship?

O Yes O No

21. If yes to #20, what did you do to fulfill your requirement AND for how many hours?

_____

22. What was your reaction to the community service component?

O Enjoyed it, and did not find it too demanding
O Enjoyed it, but it was too demanding
O Did not enjoy it, but it was not too demanding
O Did not enjoy it, and found it too demanding

23. If you had not received a McKelvey scholarship, do you think you still would have gone full time to a four-year college or university?

O Definitely would have
O Probably would have
O Probably would not have
O Definitely would not have

24. If you would have gone on to a four-year college or university without the scholarship, would you still have attended the particular institution you were attending?

O Yes O No

25. If you have dropped out of college, do you think you might again enroll in a college or university full time in the future?

O Yes O No

26. What was your intended major before you withdrew, transferred to a non-McKelvey college or university, or started commuting (i.e., business administration, math, etc.)?

_____

27. Which of the following reasons had an affect on your decision to stop using the scholarship? **(Select all that apply.)**

Ⓐ	Poor academic performance	Ⓔ	Home sick
Ⓑ	Wanted to do something else	Ⓕ	Inadequate financial support
Ⓒ	Didn't like college life	Ⓖ	Health reasons
Ⓓ	Indecision about future plans	Ⓗ	Some other reason

28. What <u>one reason most influenced</u> your decision? **(Letters correspond to above reasons.)**

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ

Experiences with McKelvey Program

29. Indicate all of the ways in which your McKelvey field administrator communicated with you. **(Select all that apply.)**

O	In person	O	By telephone
O	By e-mail	O	By regular mail

30. About how many times did your field administrator contact you while you were using the scholarship?

_____

31. Did your field administrator assist you in developing a mentoring component?

O Yes O No

32. Did you participate in the 11th grade class field trip to a college campus?

O Yes O No

--OVER--

33. If yes to #32, how valuable was this experience to you personally?

O Very valuable
O So-so
O Not at all valuable

34. Did you participate in a Making It Count assembly program at your high school while you were either a junior or senior?

O Yes O No

35. If yes to #34, how valuable was this experience to you personally?

O Very valuable
O So-so
O Not at all valuable

Rate your level of satisfaction with each of the following items using a scale of:

4 = Very Satisfied (VS) 3 = Satisfied (S) 2 = Dissatisfied (D) 1 = Very Dissatisfied (VD)

		VS	S	D	VD
36.	Application process for the scholarship	④	③	②	①
37.	Services provided by the field administrator	④	③	②	①
38.	Communications with the field administrator	④	③	②	①
39.	Administration of the scholarship program	④	③	②	①
40.	Financial amount of your scholarship	④	③	②	①
41.	Academic requirements for the scholarship	④	③	②	①
42.	Entrepreneurial emphasis of the program	④	③	②	①
43.	Community service requirements	④	③	②	①
44.	Work/study/employment requirements	④	③	②	①
45.	Field administrator visits to the college campus	④	③	②	①
46.	December meeting at Penn State with the McKelveys	④	③	②	①
47.	Impact of the scholarship on your life	④	③	②	①

The following eight items pertain to the college/university you were attending while using the McKelvey scholarship. Rate your level of satisfaction with each item using a scale of:

4 = Very Satisfied (VS) 3 = Satisfied (S) 2 = Dissatisfied (D) 1 = Very Dissatisfied (VD)

		VS	S	D	VD
48.	The college or university you were attending	④	③	②	①
49.	Teaching staff at the college or university	④	③	②	①
50.	Courses you were taking	④	③	②	①
51.	College or university life in general	④	③	②	①
52.	Social life at the college or university	④	③	②	①
53.	Recreational facilities at the college or university	④	③	②	①
54.	Location of the college or university	④	③	②	①
55.	Impact of the college or university on your life	④	③	②	①

56. Overall, what did you like best about the McKelvey Foundation Scholarship Program?

_____

_____

57. Overall, what did you like least about the McKelvey Foundation Scholarship Program?

_____

_____

58. What one thing would you change about the McKelvey Foundation Scholarship Program?

_____

_____

--OVER--

59. Did you attend Camp Entrepreneur/Camp McKelvey before you started attending college?

O Yes O No

If yes to #59, rate each of the following items about your camp experience using a scale of:

4 = Very Much (VM) 3 = Some (S) 2 = Little (L) 1 = Not At All (N)

		VM	S	L	N
60.	Provided an understanding of entrepreneurial concepts	④	③	②	①
61.	Provided you with entrepreneurial skills	④	③	②	①
62.	Developed a network among scholarship recipients	④	③	②	①
63.	Facilitated self-discovery through self-assessment	④	③	②	①
64.	Enhanced your personal skills	④	③	②	①
65.	Provided an experience in college living	④	③	②	①
66.	Provided an understanding of college transitions	④	③	②	①
67.	Provided skills necessary for a successful transition	④	③	②	①
68.	Provided exposure to today's business environment	④	③	②	①
69.	Motivated you to engage in community service	④	③	②	①
70.	Enhanced your technology skills	④	③	②	①

Please return your completed survey by May 30, 2003. Thanks for your participation!

To be entered in the drawing for the two CD players, we need your name and address:

Name: _____

Address: _____

Appendix I:

Current Scholar Cover Letter and Survey

COVER LETTER FOR CURRENT SCHOLARS SURVEY
MERGE NAME
ADDRESS
CITY STATE ZIP
Dear NAME:

You received a college scholarship from the McKelvey Foundation. AEL is an educational research agency in Charleston, WV, that has been contracted to conduct an evaluation of the McKelvey Program. We plan on utilizing a variety of data collection strategies to gather comprehensive and in-depth information about the program. As a current scholar, your cooperation in this evaluation can help us obtain some of that information.

There are two surveys enclosed—one for you and one for one of your parents. Both surveys focus on your experiences with the McKelvey Program, as well as your family's, plus several demographic and academic questions. **Please complete your survey and have one of your parents complete the parent survey and then return both of them in the enclosed self-addressed, postage-paid envelope by May 30, 2003.** All responses will be confidential; no names will be used to identify any respondents. It only takes about 15 minutes to complete each survey, and you may use either a pencil or pen to fill in your responses.

As one way of showing our appreciation to those scholars who complete and return their surveys, we're holding a drawing to give two lucky recipients a Sony Car Ready Walkman CD player. If you would like to be entered in this drawing, be sure to complete your survey, fill in your name and address, and return your survey and your parent's survey by May 30, 2003. Your name and address will only be used for the drawing.

It's very important that we hear from you and one of your parents so that we have a full understanding of the McKelvey Program. Please feel free to contact me by phone (800-624-9120) or e-mail (cowleyk@ael.org) if you have any questions. Thanks for participating!

Sincerely,

Kimberly S. Cowley
Research and Evaluation Specialist
Enclosures
cc: Merrill L. Meehan, AEL; Arnold Hillman, McKelvey Foundation

McKelvey Foundation Scholarship Program

2003 SCHOLAR SURVEY

Thank you for participating in AEL's evaluation of the McKelvey Foundation Scholarship Program. Your insights are important to help us fully understand the program.

PLEASE FILL IN EACH CIRCLE COMPLETELY: Like this ● Not this ⊘ ⊖

Demographic Information

1. Which participating McKelvey college or university are you attending?

O Alderson Broaddus	O Geneseo State of SUNY	O Slippery Rock Univ.
O Alfred State of SUNY	O Ithaca College	O St. Bonaventure Univ.
O Alfred University	O Juniata College	O Susquehanna Univ.
O Arcadia University	O Lehigh University	O West Liberty State
O Bloomsburg University	O Lock Haven University	O West Virginia Tech.
O Bucknell University	O Mansfield University	O Westminster College
O Clarion University	O Seton Hill University	O Wilkes University
O Davis & Elkins College	O Shepherd College	O WV Wesleyan College
O Dickinson College	O Shippensburg University	

2. What is your gender? O Male O Female

3. If you had not received a McKelvey scholarship, do you think you still would have gone full time to a four-year college or university?

O Definitely would have	O Probably would not have
O Probably would have	O Definitely would not have

4. If you would have gone on to a four-year college/university without the scholarship, would you still have attended the particular institution you are currently attending?

O Yes O No

--OVER--

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5. What is your major field of study (i.e., business administration, mathematics, etc.)?

_____

6. What is your ethnicity?

O	American Indian or Alaska Native	O	Native Hawaiian or Pacific Islander
O	Asian	O	White
O	Black or African American	O	Biracial
O	Hispanic or Latino	O	Multiracial

7. What was your overall high school grade point average (GPA) AND its related scale?

_____ GPA on a scale of _____

8. What is your most recent college grade point average (GPA) AND its related scale?

_____ GPA on a scale of _____

Academic Information

9. For the most recently completed semester or quarter, list the courses you took and select the grade earned for each.

	Grade Earned						
Course names:	A	B	C	D	F	Pass	With-drew
_____	O	O	O	O	O	O	O
_____	O	O	O	O	O	O	O
_____	O	O	O	O	O	O	O
_____	O	O	O	O	O	O	O
_____	O	O	O	O	O	O	O
_____	O	O	O	O	O	O	O
_____	O	O	O	O	O	O	O

10. Have you used tutoring services this year? O Yes O No

11. If yes to #10, for which course(s)? _____

12. For any course(s) with which you have been struggling (D work or less) this year, list the course names and then select all of the relevant reasons. **(Select all that apply.)**

Course names: _____

O	Didn't understand content	O	Didn't do all assignments
O	Course was boring	O	Didn't do well on exams
O	Didn't like the instructor	O	Didn't like the course
O	Didn't pay attention in class	O	Other

13. Are you involved in the Work/Study/Employment program this year?

O Yes O No

14. If yes to #13, what do you do AND for how many hours per week?

_____

15. Are you involved in the community service component of the McKelvey program this year?

O Yes O No

16. If yes to #15, what do you do to fulfill your requirement and for how many hours?

_____

Experiences with McKelvey Program

17. Indicate all of the ways in which your McKelvey field administrator communicates with you. **(Select all that apply.)**

O	In person	O	By telephone
O	By e-mail	O	By regular mail

18. About how many times this school year has your field administrator contacted you?

_____

--OVER--

19. Did your field administrator assist you in developing a mentoring component?

O Yes O No

20. Did you participate in the 11th grade class trip to a college campus?

O Yes O No

21. If yes to #20, how valuable was this experience to you personally?

O Very valuable
O So-so
O Not at all valuable

22. Did you participate in a Making It Count assembly program at your high school while you were either a junior or senior?

O Yes O No

23. If yes to #22, how valuable was this experience to you personally?

O Very valuable
O So-so
O Not at all valuable

Rate your level of satisfaction with each of the following items using a scale of:

4 = Very Satisfied (VS) 3 = Satisfied (S) 2 = Dissatisfied (D) 1 = Very Dissatisfied (VD)

		VS	S	D	VD
24.	Application process for the scholarship	④	③	②	①
25.	Services provided by the field administrator	④	③	②	①
26.	Communications with the field administrator	④	③	②	①
27.	Administration of the scholarship program	④	③	②	①
28.	Financial amount of your scholarship	④	③	②	①
29.	Academic requirements for the scholarship	④	③	②	①
30.	Entrepreneurial emphasis of the program	④	③	②	①

4 = Very Satisfied (VS) 3 = Satisfied (S) 2 = Dissatisfied (D) 1 = Very Dissatisfied (VD)

		VS	S	D	VD
31.	Community service requirements	④	③	②	①
32.	Work/study/employment requirements	④	③	②	①
33.	Field administrator visits to the college campus	④	③	②	①
34.	December meeting at Penn State with the McKelveys	④	③	②	①
35.	Impact of the scholarship on your life	④	③	②	①
36.	The college or university you are attending	④	③	②	①
37.	Teaching staff at the college or university	④	③	②	①
38.	Courses you are taking or have taken	④	③	②	①
39.	College or university life in general	④	③	②	①
40.	Social life at the college or university	④	③	②	①
41.	Recreational facilities at the college or university	④	③	②	①
42.	Location of the college or university	④	③	②	①
43.	Impact of the college or university on your life	④	③	②	①

44. Overall, what do you like best about the McKelvey Foundation Scholarship Program?

_____

_____

45. Overall, what do you like least about the McKelvey Foundation Scholarship Program?

_____

_____

46. What one thing would you change about the McKelvey Foundation Scholarship Program?

_____

_____

--OVER--

47. Did you attend Camp Entrepreneur or Camp McKelvey before you started attending your current college or university?

O Yes O No

If yes to #47, rate each of the following items about your camp experience using a scale of:

4 = Very Much (VM) 3 = Some (S) 2 = Little (L) 1 = Not At All (N)

		VM	S	L	N
48.	Provided an understanding of entrepreneurial concepts	④	③	②	①
49.	Provided you with entrepreneurial skills	④	③	②	①
50.	Developed a network among scholarship recipients	④	③	②	①
51.	Facilitated self-discovery through self-assessment	④	③	②	①
52.	Enhanced your personal skills	④	③	②	①
53.	Provided an experience in college living	④	③	②	①
54.	Provided an understanding of college transitions	④	③	②	①
55.	Provided skills necessary for a successful transition	④	③	②	①
56.	Provided exposure to today's business environment	④	③	②	①
57.	Motivated you to engage in community service	④	③	②	①
58.	Enhanced your technology skills	④	③	②	①

Please return your completed survey by May 30, 2003. Thanks for your participation!

To be entered in the drawing for the two CD players, we need your name and address:

Name: _____

Address: _____

Appendix J:

Parent Cover Memo and Survey

MEMORANDUM

TO: Parents of a McKelvey Scholarship Recipient

FROM: Kim Cowley, AEL

DATE: May 15, 2003

SUBJECT: Evaluation of McKelvey Foundation

Your son or daughter has received a college scholarship from the McKelvey Foundation. AEL is an educational research agency in Charleston, WV, that has been contracted to conduct an evaluation of the McKelvey Program. We plan on utilizing a variety of data collection strategies to gather comprehensive and in-depth information about the program. Your cooperation in this evaluation can help us obtain some of that information.

The enclosed survey focuses on your experiences with the McKelvey Program, as well as several demographic questions. **We would like to ask <u>one</u> parent or guardian to complete this survey and return it in the enclosed self-addressed, postage-paid envelope by May 30, 2003.** All responses will be confidential; no names will be used to identify any respondents. It only takes about 15 minutes to complete the survey, and you may use either a pencil or pen to fill in your responses.

It's very important that we hear from you so that we have a full understanding of the McKelvey Program. Please feel free to contact me by phone (800-624-9120) or e-mail (cowleyk@ael.org) if you have any questions. Thanks for your participation.

/ksc

Enclosures

cc: Merrill L. Meehan, AEL
Arnold Hillman, McKelvey Foundation

McKelvey Foundation Scholarship Program

2003 PARENT SURVEY

Thank you for participating in AEL's evaluation of the McKelvey Foundation Scholarship Program. Your insights are important to help us fully understand the program.

PLEASE FILL IN EACH CIRCLE COMPLETELY: Like this ● Not this ⊘ ✓

Demographic Information

1. What is your relationship to the scholar?

   O Father or male guardian
   O Mother or female guardian
   O Other family member

2 If your scholar had not received a McKelvey Scholarship, do you think he/she still would have gone full time to a four-year college or university?

   O Definitely would have
   O Probably would have
   O Probably would not have
   O Definitely would not have

3 If your scholar would have gone on to a four-year college or university without the scholarship, would he/she still have attended the same institution?

   O Yes O No

4. Does your scholar have any brothers or sisters that have attended or currently are attending a college or university on a full-time basis?

   O Yes O No

5. What was the highest education level achieved by the scholar's parents or guardians?

MOTHER	FATHER
O Less than high school	O Less than high school
O High school diploma	O High school diploma
O Some college	O Some college
O College degree	O College degree

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--OVER--

5/14/03

6. What is the occupation of the scholar's father?

_____

7. What is the occupation of the scholar's mother?

_____

8. What is your ethnicity?

O	American Indian or Alaska Native	O	Native Hawaiian or Pacific Islander
O	Asian	O	White
O	Black or African American	O	Biracial
O	Hispanic or Latino	O	Multiracial

9. What is your family's annual income?

O	Less than $20,000	O	$40,000 - $49,999
O	$20,000 - $29,999	O	$50,000 - $59,999
O	$30,000 - $39,999	O	$60,000 or more

Experiences with McKelvey Program

10. Which of the following types of influence has the McKelvey Foundation scholarship had (or is having) on the scholar and his/her family. **(Select all that apply.)**

- O Reduces the financial burden of attending a college or university
- O Increases the scholar's interest in attending a college or university
- O Increases the family's perceived value of a college or university education
- O Makes it easier for the scholar to go to a college or university
- O Has a positive impact on college-going attitudes of scholar's siblings
- O Enables the scholar to attend a college that would not have been possible otherwise
- O Makes the family more knowledgeable about entrepreneurship
- O Increases the family's interest in entrepreneurship
- O Increases the options for selecting a college or university
- O Enhances the family's status in the community
- O Other (describe): _____

11 Have any of your family members besides the scholar provided information or assistance to other current or potential McKelvey Foundation scholars or their families?

O Yes O No

12. If yes to #11, please indicate the types of information or assistance. **(Select all that apply.)**

- O Informed them about the scholarship program
- O Assisted with the completion of scholarship application forms
- O Described the requirements of the scholarship program
- O Encouraged them to apply for a scholarship
- O Discussed with them the benefits of the scholarship program
- O Encouraged those who were skeptical about the scholarship program
- O Assisted in arranging college/university visits
- O Assisted in completing college/university applications
- O Assisted with college/university selection
- O Other (describe): _____

13. Have you met your scholar's McKelvey field administrator?

O Yes O No

14. If yes to #13, indicate all of the ways in which the field administrator communicates with you. **(Select all that apply.)**

O In person	O By telephone
O By e-mail	O By regular mail

Rate your level of satisfaction with each of the following items using a scale of:

4 = Very Satisfied (VS) 3 = Satisfied (S) 2 = Dissatisfied (D) 1 = Very Dissatisfied (VD)

		VS	S	D	VD
15.	Application process for the scholarship	④	③	②	①
16.	Services provided to scholar by field administrator	④	③	②	①
17.	Communications between field admin. and scholar	④	③	②	①
18.	Administration of the scholarship program	④	③	②	①
19.	Financial amount of the scholarship	④	③	②	①
20.	Academic requirements for the scholarship	④	③	②	①
21.	Entrepreneurial emphasis of the program	④	③	②	①
22.	Community service requirements	④	③	②	①
23.	Work/study/employment requirements	④	③	②	①

--OVER--

4 = Very Satisfied (VS) 3 = Satisfied (S) 2 = Dissatisfied (D) 1 = Very Dissatisfied (VD)

		VS	S	D	VD
24.	Field administrator visits to the college campus	④	③	②	①
25.	December meeting at Penn State with the McKelveys	④	③	②	①
26.	Impact of the scholarship on scholar's life	④	③	②	①
27.	College or university the scholar is attending	④	③	②	①
28.	Impact of the college or university on scholar's life	④	③	②	①

29. Please give a brief description of some way in which the McKelvey Foundation Scholarship Program impacted your family.

_____

_____

30. Overall, what do you like best about the McKelvey Foundation Scholarship Program?

_____

_____

31. Overall, what do you like least about the McKelvey Foundation Scholarship Program?

_____

_____

32. What one thing would you change about the McKelvey Foundation Scholarship Program?

_____

_____

Please return your completed survey by May 30, 2003. Thanks for your participation!

Appendix K:

Mentor Rating Form

Camp McKelvey Mentor Survey ksc, 6/9/03

For each item, rate the extent to which you agree or disagree by circling your response. You are rating each concept twice—first for how the item may have enhanced your knowledge, second for how the item may have enabled you to demonstrate the behavior for new scholars.

1 = Strongly Disagree (SD) 2 = Disagree (D) 3 = Agree (A) 4 = Strongly Agree (SA)

Camp McKelvey helps me:	SD	D	A	SA
Learn how to communicate with others on an individual basis	1	2	3	4
Demonstrate how to communicate with others on an individual basis	1	2	3	4
Learn how to communicate with others in a group setting	1	2	3	4
Demonstrate how to communicate with others in a group setting	1	2	3	4
Learn how to work as a team member	1	2	3	4
Demonstrate how to work as a team member	1	2	3	4
Learn leadership skills	1	2	3	4
Demonstrate leadership skills	1	2	3	4
Learn how to assist others	1	2	3	4
Demonstrate how to assist others	1	2	3	4
Learn how to act responsibly	1	2	3	4
Demonstrate how to act responsibly	1	2	3	4
Learn entrepreneurial concepts	1	2	3	4
Demonstrate entrepreneurial concepts	1	2	3	4
Learn entrepreneurial skills	1	2	3	4
Demonstrate entrepreneurial skills	1	2	3	4
Learn the benefits of community service	1	2	3	4
Demonstrate the benefits of community service	1	2	3	4

Appendix L:

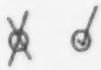
Year 1 Gold Scholar Summary

YEAR 1 GOLD SCHOLAR

McKelvey Foundation Scholarship Program

2003 SCHOLAR SURVEY

Thank you for participating in AEL's evaluation of the McKelvey Foundation Scholarship Program. Your insights are important to help us fully understand the program.

PLEASE FILL IN EACH CIRCLE COMPLETELY: Like this ● Not this 

Demographic Information

1. Which participating McKelvey college or university are you attending?

0%	Alderson Broaddus	0%	Geneseo State of SUNY	0%	Slippery Rock Univ.
0%	Alfred State of SUNY	0%	Ithaca College	0%	St. Bonaventure Univ.
0%	Alfred University	0%	Juniata College	27%	Susquehanna Univ.
0%	Arcadia University	7%	Lehigh University	0%	West Liberty State
0%	Bloomsburg University	0%	Lock Haven University	0%	West Virginia Tech.
7%	Bucknell University	13%	Mansfield University	13%	Westminster College
0%	Clarion University	7%	Seton Hill University	0%	Wilkes University
0%	Davis & Elkins College	0%	Shepherd College	0%	WV Wesleyan College
7%	Dickinson College	7%	Shippensburg University	13%	Other

2. What is your gender? 33% Male 67% Female

3. If you had not received a McKelvey scholarship, do you think you still would have gone full time to a four-year college or university?

40%	Definitely would have	13%	Probably would not have
47%	Probably would have	0%	Definitely would not have

4. If you would have gone on to a four-year college/university without the scholarship, would you still have attended the particular institution you are currently attending?

20% Yes 80% No

--OVER--

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5. What is your major field of study (i.e., business administration, mathematics, etc.)?
Psychology, 13%; Education, 13%; Computer science, 13%; Other, 13%; Biology, 7%; Chemistry, 7%; Communications, 7%; Accounting/economics, 7%; Business administration, 7%; Political science, 7%; and Dual combination, 7%.

6. What is your ethnicity?

0%	American Indian or Alaska Native	0%	Native Hawaiian or Pacific Islander
0%	Asian	100%	White
0%	Black or African American	0%	Biracial
0%	Hispanic or Latino	0%	Multiracial

7. What was your overall high school grade point average (GPA) AND its related scale?

3.69 GPA on a scale of 4.00

8. What is your most recent college grade point average (GPA) AND its related scale?

3.20 GPA on a scale of 4.00

Academic Information

9. For the most recently completed semester or quarter, list the courses you took and select the grade earned for each.

	Grade Earned						
Course names:	A	B	C	D	F	Pass	With-drew
	O	O	O	O	O	O	O
See merged scholar analysis	O	O	O	O	O	O	O
in the report.	O	O	O	O	O	O	O
	O	O	O	O	O	O	O
	O	O	O	O	O	O	O
	O	O	O	O	O	O	O
	O	O	O	O	O	O	O

10. Have you used tutoring services this year? 20% Yes 80% No

11. If yes to #10, for which course(s)?
Other, 40%; Biology, 20%; Chemistry, 20%; and Psychology, 20%.

12. For any course(s) with which you have been struggling (D work or less) this year, list the course names and then select all of the relevant reasons. **(Select all that apply.)**

Course names: Other, 40%; Chemistry, 20%; Philosophy, 20%; and Geography, 20%.

27%	Didn't understand content	0%	Didn't do all assignments
7%	Course was boring	20%	Didn't do well on exams
13%	Didn't like the instructor	7%	Didn't like the course
0%	Didn't pay attention in class	7%	Other

13. Are you involved in the Work/Study/Employment program this year?

100% Yes 0% No

14. If yes to #13, what do you do AND for how many hours per week?
Other, 24%; Library, 18%; Administrative/Clerical, 18%; Tutoring, 12%; Cafeteria/food services, 6%; Technology support, 6%; Campus security, 6%; Desk sitting, 6%; and Campus box office, 6%.

Hours: 6 - 10, (56%); 1 - 5, (17%); 11 -15, (17%); 16 - 20, (6%); More than 20, (6%).

15. Are you involved in the community service component of the McKelvey program this year?

100% Yes 0% No

16. If yes to #15, what do you do to fulfill your requirement and for how many hours?
Tutoring, 25%; Work at a community school, 17%; Hospital/nursing home volunteer, 13%; Other, 8%; Volunteer at church, 8%; Community programs, 8%; Camp McKelvey, 8%; Summer recreation programs, 4%; Coaching, 4%; and Fire department, 4%.

Hours: 80 (90%); 90 (10%).

Experiences with McKelvey Program

17. Indicate all of the ways in which your McKelvey field administrator communicates with you. **(Select all that apply.)**

33%	In person	27%	By telephone
100%	By e-mail	27%	By regular mail

--OVER--

18. About how many times this school year has your field administrator contacted you?

6 - 10, (33%); 16 - 20, (27%); More than 20, (20%); Other, (13%); and 11-15, (7%)

19. Did your field administrator assist you in developing a mentoring component?

40% Yes 60% No

20. Did you participate in the 11th grade class trip to a college campus?

27% Yes 73% No

21. If yes to #20, how valuable was this experience to you personally?

25% Very valuable
75% So-so
0% Not at all valuable

22. Did you participate in a Making It Count assembly program at your high school while you were either a junior or senior?

13% Yes 87% No

23. If yes to #22, how valuable was this experience to you personally?

50% Very valuable
50% So-so
0% Not at all valuable

Rate your level of satisfaction with each of the following items using a scale of:

4 = Very Satisfied (VS) 3 = Satisfied (S) 2 = Dissatisfied (D) 1 = Very Dissatisfied (VD)

		VS	S	D	VD
24.	Application process for the scholarship	73%	20%	0%	7%
25.	Services provided by the field administrator	67%	33%	0%	0%
26.	Communications with the field administrator	60%	40%	0%	0%
27.	Administration of the scholarship program	53%	40%	7%	0%
28.	Financial amount of your scholarship	80%	20%	0%	0%

4 = Very Satisfied (VS) 3 = Satisfied (S) 2 = Dissatisfied (D) 1 = Very Dissatisfied (VD)

		VS	S	D	VD
29.	Academic requirements for the scholarship	73%	27%	0%	0%
30.	Entrepreneurial emphasis of the program	60%	40%	0%	0%
31.	Community service requirements	33%	60%	7%	0%
32.	Work/study/employment requirements	47%	40%	13%	0%
33.	Field administrator visits to the college campus	14%	50%	36%	0%
34.	December meeting at Penn State with the McKelveys	64%	27%	9%	0%
35.	Impact of the scholarship on your life	71%	29%	0%	0%
36.	The college or university you are attending	73%	20%	7%	0%
37.	Teaching staff at the college or university	67%	20%	13%	0%
38.	Courses you are taking or have taken	64%	29%	7%	0%
39.	College or university life in general	73%	20%	7%	0%
40.	Social life at the college or university	47%	40%	13%	0%
41.	Recreational facilities at the college or university	33%	47%	20%	0%
42.	Location of the college or university	33%	60%	7%	0%
43.	Impact of the college or university on your life	67%	33%	0%	0%

44. Overall, what do you like best about the McKelvey Foundation Scholarship Program?
N=15 with 18 discrete comments
Other opportunities, 28%; Financial support, 22%; Opportunity to attend college, 17%; Network of scholars, 11%; Community service, 6%; Other, 6%; Encouragement and support, 6%; and MFSP staff, 6%.

45. Overall, what do you like least about the McKelvey Foundation Scholarship Program?
N=15 with 15 discrete comments
Nothing or NA, 33%; Community service, 13%; Inconsistency, 13%; Work study, 13%; Other, 13%; Living on-campus, 7%; and Lack of communication, 7%.

--OVER--

46. What one thing would you change about the McKelvey Foundation Scholarship Program?
N=13 with 15 discrete comments
Work study, 27%; Nothing or don't know, 20%; Community service, 20%; Living on-campus, 13%; Other, 13%; and More contact with other scholars, 7%.

47. Did you attend Camp Entrepreneur or Camp McKelvey before you started attending your current college or university?

80% Yes 20% No

If yes to #47, rate each of the following items about your camp experience using a scale of:

4 = Very Much (VM) 3 = Some (S) 2 = Little (L) 1 = Not At All (N)

		VM	S	L	N
48.	Provided an understanding of entrepreneurial concepts	92%	8%	0%	0%
49.	Provided you with entrepreneurial skills	58%	42%	0%	0%
50.	Developed a network among scholarship recipients	73%	18%	9%	0%
51.	Facilitated self-discovery through self-assessment	58%	42%	0%	0%
52.	Enhanced your personal skills	46%	55%	0%	0%
53.	Provided an experience in college living	33%	25%	33%	8%
54.	Provided an understanding of college transitions	36%	55%	9%	0%
55.	Provided skills necessary for a successful transition	42%	50%	8%	0%
56.	Provided exposure to today's business environment	55%	18%	27%	0%
57.	Motivated you to engage in community service	42%	42%	17%	0%
58.	Enhanced your technology skills	18%	46%	27%	9%

Please return your completed survey by May 30, 2003. Thanks for your participation!

To be entered in the drawing for the two CD players, we need your name and address:

Name: _____

Address: _____

Appendix M:

Year 2 Gold Scholar Summary

YEAR 2 GOLD SCHOLAR

McKelvey Foundation Scholarship Program

2003 SCHOLAR SURVEY

Thank you for participating in AEL's evaluation of the McKelvey Foundation Scholarship Program. Your insights are important to help us fully understand the program.

PLEASE FILL IN EACH CIRCLE COMPLETELY: Like this ● Not this ⊘ ✓

Demographic Information

1. Which participating McKelvey college or university are you attending?

0%	Alderson Broaddus	0%	Geneseo State of SUNY	2%	Slippery Rock Univ.
0%	Alfred State of SUNY	5%	Ithaca College	0%	St. Bonaventure Univ.
0%	Alfred University	14%	Juniata College	16%	Susquehanna Univ.
2%	Arcadia University	2%	Lehigh University	0%	West Liberty State
0%	Bloomsburg University	7%	Lock Haven University	0%	West Virginia Tech.
21%	Bucknell University	2%	Mansfield University	9%	Westminster College
0%	Clarion University	0%	Seton Hill University	5%	Wilkes University
2%	Davis & Elkins College	0%	Shepherd College	9%	WV Wesleyan College
0%	Dickinson College	2%	Shippensburg University	2%	Other

2. What is your gender? 46% Male 55% Female

3. If you had not received a McKelvey scholarship, do you think you still would have gone full time to a four-year college or university?

52%	Definitely would have	16%	Probably would not have
25%	Probably would have	7%	Definitely would not have

4. If you would have gone on to a four-year college/university without the scholarship, would you still have attended the particular institution you are currently attending?

11% Yes 89% No

--OVER--

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5. What is your major field of study (i.e., business administration, mathematics, etc.)?
Dual combination, 23%; Biology, 14%; Business administration, 11%; Chemistry, 9%; Education, 9%; Other, 9%; Undecided, 7%; Nursing, 5%; English, 2%; Political science, 2%; Accounting/economics, 2%; Communications, 2%; Finance/public relations, 2%; and Sports, 2%.

6. What is your ethnicity?

0%	American Indian or Alaska Native	0%	Native Hawaiian or Pacific Islander
0%	Asian	98%	White
2%	Black or African American	0%	Biracial
0%	Hispanic or Latino	0%	Multiracial

7. What was your overall high school grade point average (GPA) AND its related scale?

3.68 GPA on a scale of 4.00

8. What is your most recent college grade point average (GPA) AND its related scale?

3.22 GPA on a scale of 4.00

Academic Information

9. For the most recently completed semester or quarter, list the courses you took and select the grade earned for each.

	Grade Earned						
Course names:	A	B	C	D	F	Pass	With-drew
	O	O	O	O	O	O	O
See merged scholar analysis	O	O	O	O	O	O	O
in the report.	O	O	O	O	O	O	O
	O	O	O	O	O	O	O
	O	O	O	O	O	O	O
	O	O	O	O	O	O	O
	O	O	O	O	O	O	O

10. Have you used tutoring services this year? 41% Yes 59% No

11. If yes to #10, for which course(s)?
Other, 21%; Calculus, 18%; Foreign language, 11%; Science, 11%; Chemistry, 7%; Statistics, 7%; Art, 7%; Accounting, 4%; Psychology, 4%; Sociology, 4%; Biology, 4%; and Math, 4%.

12. For any course(s) with which you have been struggling (D work or less) this year, list the course names and then select all of the relevant reasons. **(Select all that apply.)**

Course names: Other, 16%; Biology, 16%; Chemistry, 11%; Humanities, 11%; Science, 11%; Calculus, 5%; Philosophy, 5%; Psychology, 5%; Sociology, 5%; Oral communications, 5%; Government, 5%; and Math, 5%.

16%	Didn't understand content	0%	Didn't do all assignments
16%	Course was boring	18%	Didn't do well on exams
11%	Didn't like the instructor	7%	Didn't like the course
7%	Didn't pay attention in class	9%	Other

13. Are you involved in the Work/Study/Employment program this year?

100% Yes 0% No

14. If yes to #13, what do you do AND for how many hours per week?
Library, 20%; Cafeteria/food services, 18%; Technology support, 12%; Administrative/Clerical, 10%; Other, 8%; Athletic department, 6%; Tutoring, 4%; Campus security, 4%; Desk sitting, 4%; Fine arts department, 4%; Nursing home, 4%; Campus tour guide, 2%; and Campus box office, 2%.

Hours: 6 - 10, (63%); 11 -15, (29%); 1 - 5, (8%).

15. Are you involved in the community service component of the McKelvey program this year?

100% Yes 0% No

16. If yes to #15, what do you do to fulfill your requirement and for how many hours?
Work at a community school, 29%; Tutoring, 16%; Other, 9%; Volunteer at church, 9%; Summer recreation programs, 9%; Hospital/nursing home volunteer, 5%; Mentoring, 5%; Park program, 5%; Community programs, 4%; Undecided, 4%; Coaching, 2%; and Fire department, 2%.

Hours: 80 (87%); 82 (3%); 30-40 (3%); 150 (3%); 40-80 (3%).

Experiences with McKelvey Program

17. Indicate all of the ways in which your McKelvey field administrator communicates with you. **(Select all that apply.)**

52%	In person	46%	By telephone
100%	By e-mail	27%	By regular mail

--OVER--

18. About how many times this school year has your field administrator contacted you?

6 -10, (41%); 1 - 5, (18%); More than 20, (14%); 16 - 20, (11%); 11 - 15, (9%); and Other, (7%).

19. Did your field administrator assist you in developing a mentoring component?

35% Yes 65% No

20. Did you participate in the 11th grade class trip to a college campus?

28% Yes 72% No

21. If yes to #20, how valuable was this experience to you personally?

42% Very valuable
50% So-so
8% Not at all valuable

22. Did you participate in a Making It Count assembly program at your high school while you were either a junior or senior?

49% Yes 51% No

23. If yes to #22, how valuable was this experience to you personally?

29% Very valuable
67% So-so
5% Not at all valuable

Rate your level of satisfaction with each of the following items using a scale of:

4 = Very Satisfied (VS) 3 = Satisfied (S) 2 = Dissatisfied (D) 1 = Very Dissatisfied (VD)

	VS	S	D	VD
24. Application process for the scholarship	58%	42%	0%	0%
25. Services provided by the field administrator	47%	47%	5%	2%
26. Communications with the field administrator	51%	40%	7%	2%
27. Administration of the scholarship program	44%	47%	9%	0%
28. Financial amount of your scholarship	81%	9%	9%	0%

4 = Very Satisfied (VS) 3 = Satisfied (S) 2 = Dissatisfied (D) 1 = Very Dissatisfied (VD)

		VS	S	D	VD
29.	Academic requirements for the scholarship	70%	28%	2%	0%
30.	Entrepreneurial emphasis of the program	36%	60%	5%	0%
31.	Community service requirements	24%	60%	12%	5%
32.	Work/study/employment requirements	28%	54%	9%	9%
33.	Field administrator visits to the college campus	8%	48%	35%	10%
34.	December meeting at Penn State with the McKelveys	51%	47%	2%	0%
35.	Impact of the scholarship on your life	79%	19%	2%	0%
36.	The college or university you are attending	54%	33%	7%	7%
37.	Teaching staff at the college or university	42%	37%	14%	7%
38.	Courses you are taking or have taken	37%	49%	14%	0%
39.	College or university life in general	70%	23%	5%	2%
40.	Social life at the college or university	54%	37%	7%	2%
41.	Recreational facilities at the college or university	47%	47%	5%	2%
42.	Location of the college or university	37%	51%	5%	7%
43.	Impact of the college or university on your life	56%	35%	9%	0%

44. Overall, what do you like best about the McKelvey Foundation Scholarship Program?
N=41 with 50 discrete comments
Financial support, 18%; Other opportunities, 18%; Opportunity to attend college, 16%; Other, 12%; Encouragement and support, 12%; Network of scholars, 10%; MFSP staff, 6%; Scholarship requirements, 6%; and Community service, 2%.

45. Overall, what do you like least about the McKelvey Foundation Scholarship Program?
N=41 with 44 discrete comments
Work study, 18%; Other, 18%; Community service, 16%; Nothing or NA, 14%; Inconsistency, 11%; Lack of communication, 7%; Financial assistance, 5%; Differences among scholars, 5%; Living on-campus, 5%; and Web site, 2%.

--OVER--

46. What one thing would you change about the McKelvey Foundation Scholarship Program?
N=39 with 41 discrete comments
Policies, 17%; Work study, 17%; College choices, 12%; Community service, 12%; Other, 12%; More contact with other scholars, 7%; Field administrator, 7%; More money/awards, 7%; Nothing or don't know, 5%; and Selection process, 2%.

47. Did you attend Camp Entrepreneur or Camp McKelvey before you started attending your current college or university?

96% Yes 5% No

If yes to #47, rate each of the following items about your camp experience using a scale of:

4 = Very Much (VM) 3 = Some (S) 2 = Little (L) 1 = Not At All (N)

		VM	S	L	N
48.	Provided an understanding of entrepreneurial concepts	74%	21%	5%	0%
49.	Provided you with entrepreneurial skills	45%	43%	10%	2%
50.	Developed a network among scholarship recipients	44%	44%	7%	5%
51.	Facilitated self-discovery through self-assessment	38%	38%	24%	0%
52.	Enhanced your personal skills	36%	43%	21%	0%
53.	Provided an experience in college living	31%	50%	17%	2%
54.	Provided an understanding of college transitions	24%	57%	19%	0%
55.	Provided skills necessary for a successful transition	27%	56%	12%	5%
56.	Provided exposure to today's business environment	42%	42%	17%	0%
57.	Motivated you to engage in community service	27%	39%	24%	10%
58.	Enhanced your technology skills	22%	44%	24%	10%

Please return your completed survey by May 30, 2003. Thanks for your participation!

To be entered in the drawing for the two CD players, we need your name and address:

Name: _____

Address: _____

Appendix N:

Year 2 Silver Scholar Summary

YEAR 2 SILVER SCHOLAR

McKelvey Foundation Scholarship Program

2003 SCHOLAR SURVEY

Thank you for participating in AEL's evaluation of the McKelvey Foundation Scholarship Program. Your insights are important to help us fully understand the program.

PLEASE FILL IN EACH CIRCLE COMPLETELY: Like this ● Not this ⊘ ✓

Demographic Information

1. Which participating McKelvey college or university are you attending?

3%	Alderson Broaddus	0%	Geneseo State of SUNY	6%	Slippery Rock Univ.
3%	Alfred State of SUNY	0%	Ithaca College	0%	St. Bonaventure Univ.
3%	Alfred University	6%	Juniata College	3%	Susquehanna Univ.
0%	Arcadia University	0%	Lehigh University	0%	West Liberty State
3%	Bloomsburg University	9%	Lock Haven University	0%	West Virginia Tech.
3%	Bucknell University	18%	Mansfield University	3%	Westminster College
9%	Clarion University	0%	Seton Hill University	3%	Wilkes University
3%	Davis & Elkins College	0%	Shepherd College	6%	WV Wesleyan College
6%	Dickinson College	9%	Shippensburg University	3%	Other

2. What is your gender? 30% Male 70% Female

3. If you had not received a McKelvey scholarship, do you think you still would have gone full time to a four-year college or university?

58%	Definitely would have	9%	Probably would not have
30%	Probably would have	3%	Definitely would not have

4. If you would have gone on to a four-year college/university without the scholarship, would you still have attended the particular institution you are currently attending?

29% Yes 71% No

--OVER--

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5. What is your major field of study (i.e., business administration, mathematics, etc.)?
Education, 28%; Psychology, 9%; Computer science, 9%; Finance/public relations, 9%; Political science, 9%; Nursing, 6%; Business administration, 6%; Accounting/economics, 6%; Dual combination, 3%; Chemistry, 3%; Biology, 3%; English, 3%; and Other, 3%.

6: What is your ethnicity?

0%	American Indian or Alaska Native	0%	Native Hawaiian or Pacific Islander
0%	Asian	100%	White
0%	Black or African American	0%	Biracial
0%	Hispanic or Latino	0%	Multiracial

7. What was your overall high school grade point average (GPA) AND its related scale?

3.72 GPA on a scale of 4.00

8. What is your most recent college grade point average (GPA) AND its related scale?

3.28 GPA on a scale of 4.00

Academic Information

9. For the most recently completed semester or quarter, list the courses you took and select the grade earned for each.

	Grade Earned						
Course names:	A	B	C	D	F	Pass	With-drew
	O	O	O	O	O	O	O
See merged scholar analysis	O	O	O	O	O	O	O
in the report.	O	O	O	O	O	O	O
	O	O	O	O	O	O	O
	O	O	O	O	O	O	O
	O	O	O	O	O	O	O
	O	O	O	O	O	O	O

10. Have you used tutoring services this year? 28% Yes 72% No

11. If yes to #10, for which course(s)?
Math, 31%; Psychology, 15%; Accounting, 15%; Other, 15%; Statistics, 8%; Political science, 8%; Sociology, 8%; and Foreign language, 8%.

12. For any course(s) with which you have been struggling (D work or less) this year, list the course names and then select all of the relevant reasons. **(Select all that apply.)**

Course names: Accounting, 25%; Calculus, 25%; Psychology, 13%; Sociology, 13%; Math, 13%; and Other, 13%.

9%	Didn't understand content	0%	Didn't do all assignments
3%	Course was boring	18%	Didn't do well on exams
3%	Didn't like the instructor	3%	Didn't like the course
0%	Didn't pay attention in class	0%	Other

13. Are you involved in the Work/Study/Employment program this year?

44% Yes 56% No

14. If yes to #13, what do you do AND for how many hours per week?
Campus security, 31%; Cafeteria/food services, 23%; Library, 15%; Administrative/Clerical, 15%; Technology support, 8%; and Athletic department, 8%.

Hours: 6 - 10, (77%); 11 -15, (15%); More than 20, (8%).

15. Are you involved in the community service component of the McKelvey program this year?

97% Yes 3% No

16. If yes to #15, what do you do to fulfill your requirement and for how many hours?
Work at a community school, 32%; Tutoring, 13%; Other, 13%; Coaching, 11%; Hospital/nursing home volunteer, 8%; Volunteer at church, 5%; Community programs, 5%; Fire department, 5%; Summer recreation programs, 3%; and Library, 2%.

Hours: 50 (91%); 56 (5%); 9 per week (5%).

Experiences with McKelvey Program

17. Indicate all of the ways in which your McKelvey field administrator communicates with you. **(Select all that apply.)**

33%	In person	46%	By telephone
100%	By e-mail	33%	By regular mail

--OVER--

18. About how many times this school year has your field administrator contacted you?

1 - 5, (45%); 6 - 10, (27%); 11 - 15, (15%); 16 - 20, (6%); and More than 20, (3%)

19. Did your field administrator assist you in developing a mentoring component?

13% Yes 87% No

20. Did you participate in the 11th grade class trip to a college campus?

46% Yes 55% No

21. If yes to #20, how valuable was this experience to you personally?

47% Very valuable
47% So-so
7% Not at all valuable

22. Did you participate in a Making It Count assembly program at your high school while you were either a junior or senior?

21% Yes 79% No

23. If yes to #22, how valuable was this experience to you personally?

29% Very valuable
71% So-so
0% Not at all valuable

Rate your level of satisfaction with each of the following items using a scale of:

4 = Very Satisfied (VS) 3 = Satisfied (S) 2 = Dissatisfied (D) 1 = Very Dissatisfied (VD)

	VS	S	D	VD
24. Application process for the scholarship	46%	55%	0%	0%
25. Services provided by the field administrator	39%	55%	6%	0%
26. Communications with the field administrator	36%	61%	3%	0%
27. Administration of the scholarship program	39%	55%	6%	0%
28. Financial amount of your scholarship	64%	33%	3%	0%

4 = Very Satisfied (VS) 3 = Satisfied (S) 2 = Dissatisfied (D) 1 = Very Dissatisfied (VD)

		VS	S	D	VD
29.	Academic requirements for the scholarship	49%	52%	0%	0%
30.	Entrepreneurial emphasis of the program	27%	61%	12%	0%
31.	Community service requirements	36%	61%	3%	0%
32.	Work/study/employment requirements	28%	72%	0%	0%
33.	Field administrator visits to the college campus	19%	48%	23%	10%
34.	December meeting at Penn State with the McKelveys	30%	57%	13%	0%
35.	Impact of the scholarship on your life	76%	24%	0%	0%
36.	The college or university you are attending	64%	30%	6%	0%
37.	Teaching staff at the college or university	49%	52%	0%	0%
38.	Courses you are taking or have taken	42%	58%	0%	0%
39.	College or university life in general	55%	36%	9%	0%
40.	Social life at the college or university	49%	39%	9%	3%
41.	Recreational facilities at the college or university	46%	52%	3%	0%
42.	Location of the college or university	36%	49%	12%	3%
43.	Impact of the college or university on your life	55%	42%	3%	0%

44. Overall, what do you like best about the McKelvey Foundation Scholarship Program?
N=33 with 41 discrete comments
Financial support, 29%; MFSP staff, 22%; Opportunity to attend college, 15%; Community service, 10%; Other, 7%; Other opportunities, 7%; Encouragement and support, 5%; Network of scholars, 2%; and Scholarship requirements, 2%.

45. Overall, what do you like least about the McKelvey Foundation Scholarship Program?
N=30 with 33 discrete comments
Nothing or NA, 24%; Lack of communication, 21%; Financial assistance, 9%; Differences among scholars, 9%; Community service, 6%; Living on-campus, 6%; College choices, 6%; Inconsistency, 3%; Work study, 3%; and Web site, 3%.

--OVER--

46. What one thing would you change about the McKelvey Foundation Scholarship Program?
N=28 with 29 discrete comments
Nothing or don't know, 21%; College choices, 14%; Living on-campus, 10%; More contact with other scholars, 10%; Community service, 10%; Field administrator, 10%; More money/awards, 10%; Selection process, 7%; Policies, 3%; Other, 3%.

47. Did you attend Camp Entrepreneur or Camp McKelvey before you started attending your current college or university?

0% Yes 100% No

If yes to #47, rate each of the following items about your camp experience using a scale of:

4 = Very Much (VM) 3 = Some (S) 2 = Little (L) 1 = Not At All (N)

		VM	S	L	N
48.	Provided an understanding of entrepreneurial concepts	0%	0%	0%	0%
49.	Provided you with entrepreneurial skills	0%	0%	0%	0%
50.	Developed a network among scholarship recipients	0%	0%	0%	0%
51.	Facilitated self-discovery through self-assessment	0%	0%	0%	0%
52.	Enhanced your personal skills	0%	0%	0%	0%
53.	Provided an experience in college living	0%	0%	0%	0%
54.	Provided an understanding of college transitions	0%	0%	0%	0%
55.	Provided skills necessary for a successful transition	0%	0%	0%	0%
56.	Provided exposure to today's business environment	0%	0%	0%	0%
57.	Motivated you to engage in community service	0%	0%	0%	0%
58.	Enhanced your technology skills	0%	0%	0%	0%

Please return your completed survey by May 30, 2003. Thanks for your participation!

To be entered in the drawing for the two CD players, we need your name and address:

Name: _____

Address: _____

Appendix O:

Year 2 Bronze Scholar Summary

YEAR 2 BRONZE SCHOLAR

McKelvey Foundation Scholarship Program

2003 SCHOLAR SURVEY

Thank you for participating in AEL's evaluation of the McKelvey Foundation Scholarship Program. Your insights are important to help us fully understand the program.

PLEASE FILL IN EACH CIRCLE COMPLETELY: Like this ● Not this ⊗ ⊘

Demographic Information

1. Which participating McKelvey college or university are you attending?

0%	Alderson Broaddus	0%	Geneseo State of SUNY	28%	Slippery Rock Univ.
0%	Alfred State of SUNY	0%	Ithaca College	0%	St. Bonaventure Univ.
0%	Alfred University	0%	Juniata College	0%	Susquehanna Univ.
0%	Arcadia University	0%	Lehigh University	0%	West Liberty State
3%	Bloomsburg University	10%	Lock Haven University	3%	West Virginia Tech.
0%	Bucknell University	28%	Mansfield University	0%	Westminster College
14%	Clarion University	0%	Seton Hill University	3%	Wilkes University
0%	Davis & Elkins College	0%	Shepherd College	3%	WV Wesleyan College
0%	Dickinson College	7%	Shippensburg University		

2. What is your gender? 35% Male 66% Female

3. If you had not received a McKelvey scholarship, do you think you still would have gone full time to a four-year college or university?

38%	Definitely would have	21%	Probably would not have
31%	Probably would have	10%	Definitely would not have

4. If you would have gone on to a four-year college/university without the scholarship, would you still have attended the particular institution you are currently attending?

39% Yes 61% No

--OVER--

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5/14/03

5. What is your major field of study (i.e., business administration, mathematics, etc.)?
Undecided, 34%; Education, 14%; Sports, 10%; Biology, 10%; Communications, 7%; Political science, 7%; Psychology, 7%; Computer science, 3%; English, 3%; and Other, 3%.

6. What is your ethnicity?

0%	American Indian or Alaska Native	0%	Native Hawaiian or Pacific Islander
0%	Asian	100%	White
0%	Black or African American	0%	Biracial
0%	Hispanic or Latino	0%	Multiracial

7. What was your overall high school grade point average (GPA) AND its related scale?

3.42 GPA on a scale of 4.00

8. What is your most recent college grade point average (GPA) AND its related scale?

2.83 GPA on a scale of 4.00

Academic Information

9. For the most recently completed semester or quarter, list the courses you took and select the grade earned for each.

	Grade Earned						
Course names:	A	B	C	D	F	Pass	With-drew
	O	O	O	O	O	O	O
See merged scholar analysis	O	O	O	O	O	O	O
in the report.	O	O	O	O	O	O	O
	O	O	O	O	O	O	O
	O	O	O	O	O	O	O
	O	O	O	O	O	O	O
	O	O	O	O	O	O	O

10. Have you used tutoring services this year? 17% Yes 83% No

11. If yes to #10, for which course(s)?
Science, 50%; Chemistry, 17%; Calculus, 17%; and Other, 17%.

. For any course(s) with which you have been struggling (D work or less) this year, list the course names and then select all of the relevant reasons. **(Select all that apply.)**

Course names: Psychology, 24%; History, 12%; Math, 12%; Science, 12%; Other, 12%; Chemistry, 8%; Sociology, 8%; Oral communications, 4%; Government, 4%; and Geography, 4%.

17%	Didn't understand content	7%	Didn't do all assignments
7%	Course was boring	31%	Didn't do well on exams
24%	Didn't like the instructor	14%	Didn't like the course
3%	Didn't pay attention in class	24%	Other

. Are you involved in the Work/Study/Employment program this year?

24% Yes 76% No

. If yes to #13, what do you do AND for how many hours per week?
Administrative/Clerical, 29%; Athletic department, 29%; Tutoring, 14%; Fine arts department, 14%; and Campus tour guide, 14%.

Hours: 1 - 5, (67%); 6 - 10, (33%).

. Are you involved in the community service component of the McKelvey program this year?

3% Yes 97% No

. If yes to #15, what do you do to fulfill your requirement and for how many hours?
Coaching, 100%.

Number of hours not reported.

xperiences with McKelvey Program

'. Indicate all of the ways in which your McKelvey field administrator communicates with you. **(Select all that apply.)**

28%	In person	41%	By telephone
100%	By e-mail	38%	By regular mail

--OVER--

8. About how many times this school year has your field administrator contacted you?

1 - 5, (52%); 6 - 10, (21%); 16 - 20, (14%); More than 20, (10%); and 11 - 15, (3%).

9. Did your field administrator assist you in developing a mentoring component?

21% Yes 79% No

20. Did you participate in the 11th grade class trip to a college campus?

41% Yes 59% No

21. If yes to #20, how valuable was this experience to you personally?

33% Very valuable
58% So-so
8% Not at all valuable

22. Did you participate in a Making It Count assembly program at your high school while you were either a junior or senior?

21% Yes 79% No

23. If yes to #22, how valuable was this experience to you personally?

60% Very valuable
40% So-so
0% Not at all valuable

Rate your level of satisfaction with each of the following items using a scale of:

4 = Very Satisfied (VS) 3 = Satisfied (S) 2 = Dissatisfied (D) 1 = Very Dissatisfied (VD)

	VS	S	D	VD
24. Application process for the scholarship	43%	54%	0%	4%
25. Services provided by the field administrator	36%	54%	11%	0%
26. Communications with the field administrator	41%	41%	17%	0%
27. Administration of the scholarship program	41%	52%	7%	0%
28. Financial amount of your scholarship	52%	38%	10%	0%

4 = Very Satisfied (VS) 3 = Satisfied (S) 2 = Dissatisfied (D) 1 = Very Dissatisfied (VD)

		VS	S	D	VD
29.	Academic requirements for the scholarship	52%	48%	0%	0%
30.	Entrepreneurial emphasis of the program	32%	57%	7%	4%
31.	Community service requirements	42%	54%	0%	4%
32.	Work/study/employment requirements	39%	54%	4%	4%
33.	Field administrator visits to the college campus	12%	50%	27%	12%
34.	December meeting at Penn State with the McKelveys	18%	53%	12%	18%
35.	Impact of the scholarship on your life	62%	38%	0%	0%
36.	The college or university you are attending	59%	31%	7%	3%
37.	Teaching staff at the college or university	35%	59%	7%	0%
38.	Courses you are taking or have taken	28%	66%	3%	3%
39.	College or university life in general	45%	48%	7%	0%
40.	Social life at the college or university	41%	41%	17%	0%
41.	Recreational facilities at the college or university	55%	41%	3%	0%
42.	Location of the college or university	31%	55%	14%	0%
43.	Impact of the college or university on your life	45%	52%	0%	3%

44. Overall, what do you like best about the McKelvey Foundation Scholarship Program?
N=29 with 33 discrete comments
Financial support, 45%; Opportunity to attend college, 24%; Encouragement and support, 15%; Other, 6%; MFSP staff, 6%; and Scholarship requirements, 3%.

45. Overall, what do you like least about the McKelvey Foundation Scholarship Program?
N=24 with 26 discrete comments
Nothing or NA, 35%; Lack of communication, 27%; Financial assistance, 8%; Living on-campus, 8%; College choices, 8%; Other, 8%; Inconsistency, 4%; and Web site, 4%.

--OVER--

46. What one thing would you change about the McKelvey Foundation Scholarship Program?
N=26 with 27 discrete comments
Selection process, 22%; Nothing or don't know, 15%; Other, 15%; More money/awards, 15%; College choices, 11%; Living on-campus, 7%; Field administrator, 7%; More contact with other scholars, 4%; and Policies, 4%.

47. Did you attend Camp Entrepreneur or Camp McKelvey before you started attending your current college or university?

0% Yes 100% No

If yes to #47, rate each of the following items about your camp experience using a scale of:

4 = Very Much (VM) 3 = Some (S) 2 = Little (L) 1 = Not At All (N)

		VM	S	L	N
48.	Provided an understanding of entrepreneurial concepts	0%	0%	0%	0%
49.	Provided you with entrepreneurial skills	0%	0%	0%	0%
50.	Developed a network among scholarship recipients	0%	0%	0%	0%
51.	Facilitated self-discovery through self-assessment	0%	0%	0%	0%
52.	Enhanced your personal skills	0%	0%	0%	0%
53.	Provided an experience in college living	0%	0%	0%	0%
54.	Provided an understanding of college transitions	0%	0%	0%	0%
55.	Provided skills necessary for a successful transition	0%	0%	0%	0%
56.	Provided exposure to today's business environment	0%	0%	0%	0%
57.	Motivated you to engage in community service	0%	0%	0%	0%
58.	Enhanced your technology skills	0%	0%	0%	0%

Please return your completed survey by May 30, 2003. Thanks for your participation!

To be entered in the drawing for the two CD players, we need your name and address:

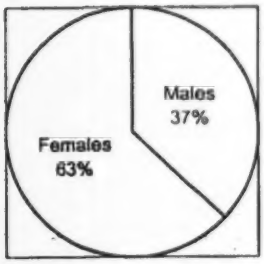
Name: _____

Address: _____

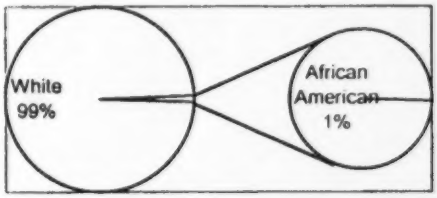
Appendix P:

Graphical Summary of Current Scholar Demographic Information

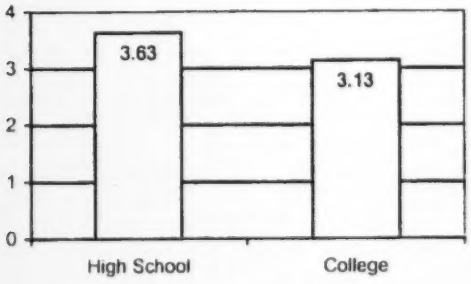
Demographic Information on Current Scholars



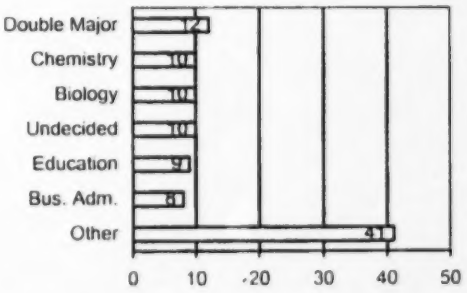
Scholars' Gender



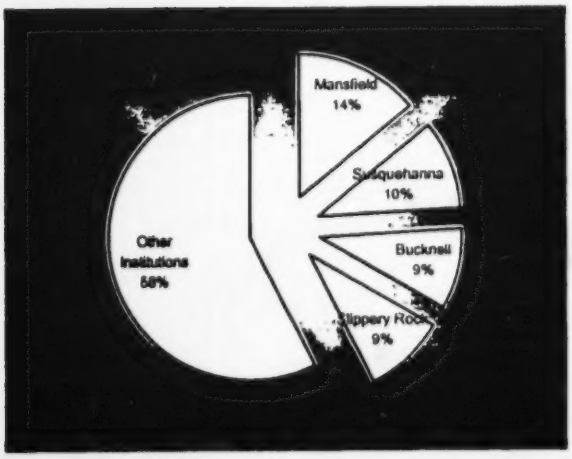
Scholars' Ethnicity



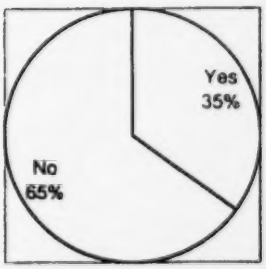
Scholars' GPAs



Scholars' College Majors



Scholars' Colleges/Universities



Other Siblings in College

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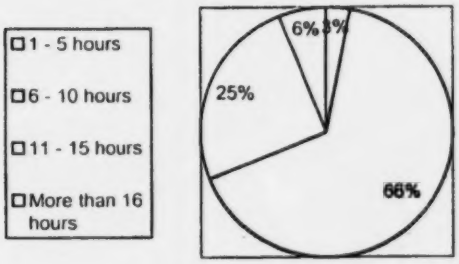
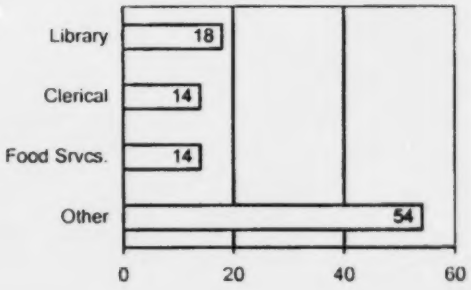
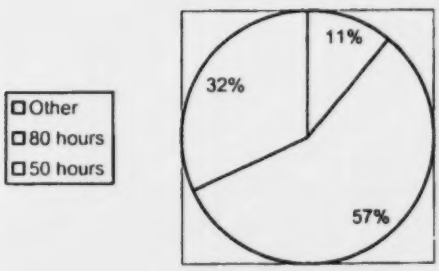
Work Study and Community Service Information for Current Scholars



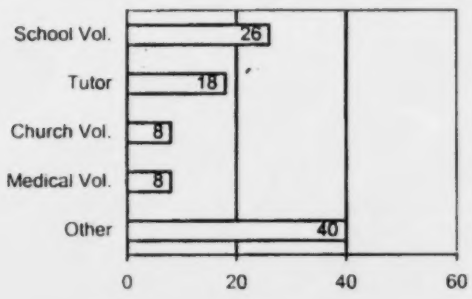
Hours Spent per Week in Work Study



Types of Work Study Activities



Hours Spent per Summer in in Community Service



Types of Community Service Activities

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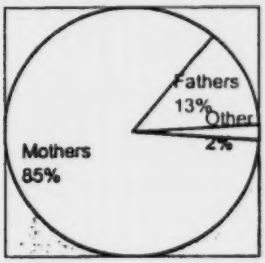
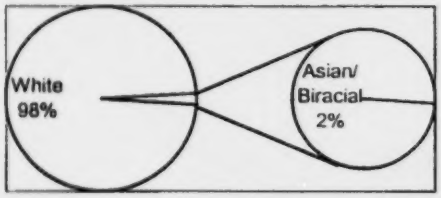
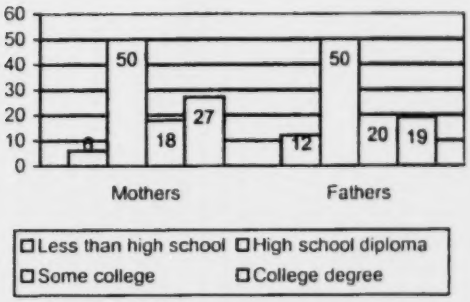
Demographic Information on Current Scholars' Parents



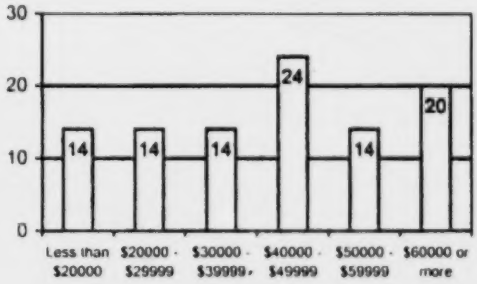
Parents Responding



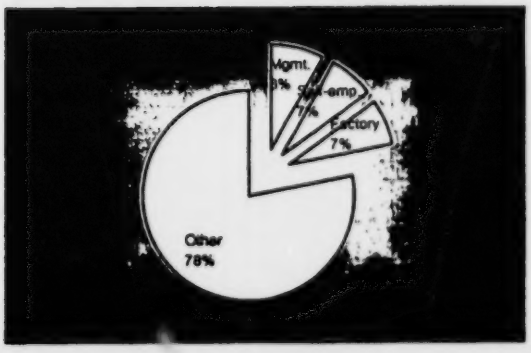
Parents' Ethnicity



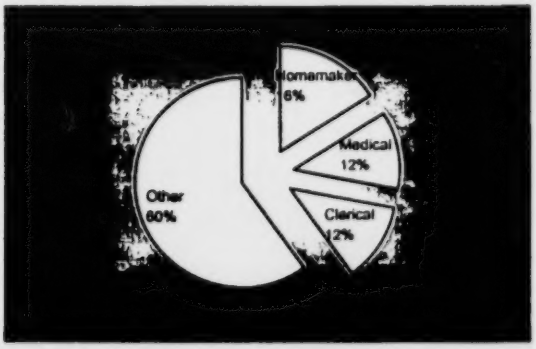
Parents' Education Levels



Parents' Annual Income



Fathers' Occupations



Mothers' Occupations

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